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June 1969

Volume 4 Number 6

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RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports and current research projects in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education/Bureau of Research

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document and Project Sections by ED or EP numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance; the EP prefix identifies current Office of Education research projects.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author or investigator
Institution
Accession numbers

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IMPORTANT NOTICE

Price changes for microfiche and hard copy. See page 240

June 1969 Volume 4 Number 6

Research in Education

ED 025 680-026 544 / EP 011 568-011 630

contents

| | |
|---|------------|
| DOCUMENT SECTION | 3 |
| Document résumés | 5 |
| Subject index | 125 |
| Author index | 185 |
| Institution index | 201 |
| PROJECT RÉSUMÉS SECTION | 215 |
| Project résumés | 215 |
| Subject index | 225 |
| Investigator Index | 231 |
| Institution index | 233 |
| ACCESSION NUMBERS SECTION | 235 |
| Cross Reference Index | 235 |
| HOW TO ORDER ERIC DOCUMENT REPRODUCTIONS | 240 |
| HOW TO ORDER ERIC PUBLICATIONS | 241 |

Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports and projects. It consists of a coordinating staff in Washington, D.C. and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices are to be found in the How To Order ERIC Products section.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

ED 013 371

64

AA 000 223

Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Sacramento State Coll., Calif.
Spons Agency—USOE Bur of Research
Report No.—NDEA-VIIB-449

Pub Date—15 Apr 66
Contract—OEC-4-16-023

Note —Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.

Available from—Indiana University Press,
10th and Morton St., Bloomington, Indiana 47401 (\$2.95)

EDRS Price—MF-\$0.75 HC-\$5.24 129p.

Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.

Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. The conclusion of the analysis attempted to relate some issues in perception theory to the problem of the development of a theory of iconic signs. Discussions were included on (1) the stimulus-response paradigm, (2) the psychophysical theory of perception, (3) an information theory approach, (4) nonverbal communication and pictic analysis, (5) a theory of pictorial communication and (6) perception and non-linear signs. (AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*.

Informative Abstract.

Abstractor's initials.

Document Résumés

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number. Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

| | |
|--|---|
| AA — North American Rockwell | JC — Junior Colleges |
| AC — Adult Education | LI — Library and Information Sciences |
| AL — Linguistics | PS — Early Childhood Education |
| CG — Counseling and Personnel Services | RC — Rural Education and Small Schools |
| EA — Educational Administration | RE — Reading |
| EC — Exceptional Children | SE — Science Education |
| EF — Educational Facilities | SP — Teacher Education |
| EM — Educational Media and Technology | TE — Teaching of English |
| FL — Foreign Languages, Teaching of | UD — Disadvantaged |
| HE — Higher Education | VT — Vocational and Technical Education |

ED 025 680 24 AA 000 333

Wilson, Robert And Others

Guide for Teaching English as a Second Language to Elementary School Pupils. Level I, Part I. Teaching English Early.

California Univ., Los Angeles.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Elementary and Secondary Education.

Bureau No—BR-5-1111-1

Pub Date 26 Dec 67

Contract—OEC-6-10-044-2753

Note—392p.

EDRS Price MF-\$1.50 HC-\$19.80

Descriptors—Audiolingual Methods, *Elementary Grades, *English (Second Language), *Instructional Materials, *Language Instruction, Non English Speaking, Spanish Speaking, *Teaching Guides, Teaching Techniques

The guides have been written to help teachers provide effective instruction for children who do not speak English as their native language. The guides have been planned for use in the primary grades and have been written on two levels of difficulty. The first level contains 128 lessons, the second 115, and each provides instruction for approximately one year. Each lesson in the First Level series is presented in the following format: I Objectives. A. Content and Teaching Points. B. Test and Likely Errors (at end of lesson). II Materials. III Procedures. A. Review, B. Presentation, and C. Pronunciation. For the Level II Guides see ED 018 801, ED 018 802 and ED 018 803. For Part I of Level I see ED 025 681. (JL)

ED 025 681 24 AA 000 334

Wilson, Robert And Others

Guide for Teaching English as a Second Language to Elementary School Pupils. Level I, Part II. Teaching English Early.

California Univ., Los Angeles.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Elementary and Secondary Education.

Bureau No—BR-5-1111-2

Pub Date 26 Dec 67

Contract—OEC-6-10-044-2753

Note—372p.

EDRS Price MF-\$1.50 HC-\$18.80

Descriptors—Audiolingual Methods, *Elementary Grades, *English (Second Language), *Instructional Materials, *Language Instruction, Non English Speaking, Spanish Speaking, *Teaching Guides, Teaching Techniques

The guides have been written to help teachers provide effective instruction for children who do not speak English as their native language. The guides have been planned for use in the primary

grades and have been written on two levels of difficulty. The first level contains 128 lessons, the second 115, and each provides instruction for approximately one year. Each lesson in the First Level series is presented in the following format: I Objectives. A. Content and Teaching Points, B. Test and Likely Errors (at end of lesson). II Materials. III Procedures. A. Review, B. Presentation, and C. Pronunciation. For the Level II Guides see ED 018 801, ED 018 802, and ED 018 803. For Part II of Level I see ED 025 680. (JL)

ED 025 682 56 AA 000 335

Ofesh, Gabriel D.

Dial Access Information Retrieval Systems: Guidelines Handbook for Educators. Final Report.

Catholic Univ. of America, Washington, D.C. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1042

Pub Date Jul 68

Contract—OEC-1-7-071042-5093

Note—177p.

EDRS Price MF-\$0.75 HC-\$8.95

Descriptors—Cost Effectiveness, *Data Collection, *Dial Access Information Systems, Guidelines, Information Centers, *Information Networks, *Instructional Technology

Guidelines for the planning, purchase, and utilization of dial access information systems for educational instruction were researched and studied, and incorporated into a handbook for educators. Among the questions asked by the investigating committee were: (1) costs involved in such a system for educational purposes? (2) What is the number and locations of the facilities in operation and those planning operation? (3) What are the attitudes of students and faculty towards acceptance and use of the system? Three-hundred questionnaires were sent to institutions and 10 schools and colleges were chosen for onsite interviews. It was concluded by the committee that at the present time maximum advantage cannot be taken of the dial access technology or the instructional materials and programs available to it. The rapid developments in electronic technology for the retrieval and transfer of stored audio, visual, and printed information and the possible instructional patterns for utilizing this technology, do not present the kind of stability that an institution can confidently expect for finding and adopting tried and true instrumentation and technology. However, the new technology is directing its goals to providing students with a superior education by exploring and using the latest learning techniques and concepts.

ED 025 683

Norris, Virginia

Educational Methods Used in Presenting Consumer Information to Homemakers Living in Low Income Urban Areas.

Ohio State Univ., Columbus.

Pub Date Jun 67

Note—214p.; Ph. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-16,321, MF \$3.00, Xerography \$9.70).

Document Not Available from EDRS.

Descriptors—Adoption (Ideas), *Consumer Education, Doctoral Theses, Home Economics Education, *Housewives, Information Sources, *Low Income Groups, Participant Characteristics, Public Housing, Research, *Teaching Methods, *Urban Areas

Identifiers—Missouri, St. Louis

A study of low income homemakers attending consumer information educational meetings in St. Louis City, Missouri was undertaken to determine the knowledge acquired in specified consumer education practices and to assess the applicability of educational methods in presenting consumer information. The schedule of 121 questions used by interviewers to gain responses from those in the ten percent sample was based on teaching objectives outlined by extension home economists on subject matter presented by leader aides, in classes, and through the mass media. Participants ranged from 18 to 78 years of age and 82 percent had not completed high school. The mean family size was 3.91. The median family income was \$3,590, chiefly from social security benefits. Homemakers adopting practices and acquiring subject matter knowledge were usually those with 9-11 years of formal education and incomes under \$2,000. It was recommended that educational programs be aimed at the low income urban homemaker who is under 40 years of age and has a family, and that her leadership abilities be utilized. (author/aj)

ED 025 684

Baldwin, Robert O. Johnson, Kirk A.

An Experiment in Basic Airborne Electronics Training. Part 5: Evaluation of the Revised Courses.

Naval Personnel Research Activity, San Diego, Calif.

Report No—NPRA-STB-68-10

Pub Date Jun 68

Note—21p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-671-185, MF \$0.65 HC \$3.00).

Document Not Available from EDRS.

Descriptors—Aerospace Technology, Course Content, *Electronics, Equipment, *Military Training, Navigation, *Program Evaluation, *Program Length, Radar, Research Identifiers—*United States Navy

This is the fifth in a series on shortened versions of the Avionics Fundamentals and Aviation Electronics Technician R (Radar) Courses. The first four studies indicated that the initial revisions of the courses led to substantial savings in training time, but that the graduates from the revised courses were slightly inferior to graduates from the original courses on several criteria. It was decided that shortened versions of both courses should be implemented on an operational basis, but that these courses should incorporate certain changes that had been suggested by experience with the first revisions. These changes led to courses that were not quite as short as those produced in the first revision. It was found that students in the 8.5 week version of the Aviation Electronics Technician R (Radar) course did just as well as students in the original 10.8 week version of the course. Students in the 16 week version of the Avionics Fundamentals course were found to be slightly inferior to students in the original 19 week version. (authors/ly)

ED 025 685 AC 003 002

Roberts, T.J.
Developing Effective Managers.
Institute of Personnel Management, London (England).

Pub Date Oct 67

Note—65p.

Available from—Institute of Personnel Management, 5 Winsley St., Oxford Circus, London W.1, England (10s 6d).

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, Evaluation Techniques, Job Analysis, *Management Development, Off the Job Training, On the Job Training, *Personnel Evaluation, *Program Planning, *Recruitment Identifiers—*Great Britain

In this introductory work, the main principles on which British companies are basing management development programs are presented, and stages in assuring a supply of effective managerial talent are set forth: stages in assuring a supply of effective managerial talent are set forth: program planning based on clear objectives and communication; assessment of present and future managerial needs through job descriptions, personnel specifications, and other means; appraisal of existing human resources in terms of education, qualifications, and experience; participation by both superiors and subordinates in reviewing managerial performance; coaching, job rotation, lectures, the case method, and other techniques of on-the-job and formal training; and a sound and flexible recruitment policy, especially in dealing with liberal arts and business school graduates. The role of superiors, organizational structure and climate, and the threat of managerial obsolescence are seen as crucial environmental influences on the quality of management. (Document includes appraisal and job description forms). (ly)

ED 025 686 AC 003 018

Erdos, Renee F.
Teaching by Correspondence. UNESCO Source Book.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 67

Note—232p.

Available from—Longmans, Green & Co. Ltd. 48 Grosvenor Street, London W1, England (\$4.50)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Bibliographies, Composition (Literary), *Correspondence Courses, *Correspondence Schools, Educational Equipment, *Instructional Staff, *Material Development, Programmed Materials, *School Organization, Teacher Role, Tests

This resource book contains practical advice on all aspects of correspondence study, contributed by countries in which correspondence teaching has become an integral adjunct to the regular educational system. Included are discussions of school organization; writing, editing, and correction of studies; cost of production of materials; school equipment; the role of instructors; and the coordination of correspondence teaching with

oral, audiovisual, and programed learning devices. Appendixes include sample lessons in composition, techniques of lesson writing, course introductions, guidance for practical work, course review work, general principles for writers of courses, examples of effective illustrations, corrected correspondence lessons, examples of material sent to newly enrolled students, methods for postal dispatch, population taught by correspondence, and a bibliography. (pt)

ED 025 687 AC 003 026

Brewer, Donald D. Blair, Carol Ann
In-Service Training for Probation, Parole and Correctional Personnel.

Georgia Univ., Athens. Inst. of Government.

Pub Date Feb 68

Note—128p.

EDRS Price MF-\$0.75 HC-\$6.55

Descriptors—*Corrective Institutions, Educational Needs, Individual Characteristics, *Inservice Education, *Parole Officers, *Probation Officers, Program Administration, Program Content, *Program Proposals, State Programs Identifiers—*Georgia

A summary profile of employees in the Georgia correctional system revealed an average age of 46, a mean salary of \$5,135, relatively brief service (averaging 4.5 years), under half with related work experience, an average of 11 years of school, heavy work loads, limited opportunities for advancement, and heavy concentrations of personnel in metropolitan centers. Current provisions (1966-67) for the training of correctional, probation, and parole personnel were highly inadequate. Accordingly, a systematic plan of education has been proposed for meeting the technical on-the-job training needs of such personnel, and providing them with skills and conceptual knowledge, through training institutes and formal higher education. It is also proposed that the extensive university, governmental, and other training resources of the state be mobilized for the benefit of these persons. Phases of program implementation and coordination are expected to include content and instructional methods development, direct training, employee self-improvement, improved salaries and advancement opportunities, an intern program, research and evaluation, joint planning, and several categories of training project personnel. (The document includes 13 tables and figures, and detailed conclusions and recommendations.) (ly)

ED 025 688 AC 003 068

Tough, Allen M.
Why Adults Learn: A Study of the Major Reasons for Beginning and Continuing a Learning Project.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 68

Note—65p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969).

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—*Adult Learning, Costs, Educational Objectives, *Evaluation, Evaluation Criteria, *Information Seeking, Information Utilization, *Motivation, *Research, Rewards, Statistical Data

As determined in this study of 35 adults in the Toronto area, the single most common and most important reason for adult learning is the desire to use or apply knowledge and skill. Commitment to an action goal (producing, accomplishing, or doing something) came first; then came the decision to learn certain knowledge and skills as one step toward achieving the action goal. Such a goal might be to understand some future situation better, to pass an examination, or to impart the knowledge or skill to others; but these were not so common as other action goals such as producing a report or recommendations. The second largest number of adult learning projects began as a result of puzzlement, curiosity, or a question. Perceptions of what behavior is appropriate, normal, or desirable in a given situation were also influential. Of the set of 13 reasons investigated, the typical adult learner had six reasons for beginning a learning project and seven for continuing it; enjoyment from receiving the content, pleasure from learning activities, and satisfaction from possession of knowledge were among the major reasons for continuing. Implications for researchers and practitioners were noted. (The document includes tables, notes, benefit and cost factors, and 26 references.) (author/ly)

ED 025 689 AC 003 069

Byrn, Darcie
Classification Outline for Extension Research Materials.

Department of Agriculture, Washington, D.C. Federal Extension Service.

Report No.—ER&E-10(2-68)

Pub Date Feb 68

Note—4p.; A revision of ER&T-76(5-65).

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Classification, *Extension Education, *Research, *Rural Extension

The outline has been used to classify the content of the Review of Extension Research, Bibliography on Extension Research, Bibliography on Foreign Based Extension, Recent Extension Research Reports, and additions to the Division File of Extension Research Materials. Major classification headings include administrative organization and management; training, staff development for Extension Workers; organization of people to participate in Extension; local leadership; program content and planning procedures; general effectiveness and progress of Extension Work; Extension teaching methods; techniques and devices; research methods; and Extension research reporting devices. (pt)

ED 025 690 AC 003 070

Mature Students: The Opportunities Open to Them and the Disabilities from which They Suffer, Together with Some Recommendations and Information.

Workers Educational Association, London (England).

Pub Date 67

Note—20p.

Available from—Workers' Educational Assn., Temple House, London W1, England (2 shillings).

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Admission (School), *Adult Students, College Preparation, Colleges, Daytime Programs, *Educational Opportunities, *Educational Problems, Grants, High School Curriculum, Manpower Needs, Teacher Education, Vocational Schools

Identifiers—*England

Mature students undertake studies at colleges of education, vocational institutions, and long term residential colleges, usually as a sequel to interests and studies cultivated in adult classes. Increased demands in teaching, social services, and management, as well as demands for upgrading of technical skills have increased educational opportunities. Admission requirements are often flexible and aid is available from Local Educational Associations for all students receiving two 'A' levels in General Certificate of Education and acceptance at a university. Long term residential colleges such as Ruskin, Hillcroft, the Cooperative College, Fircroft, Coleg Harlech, and Newbattle Abbey are expanding as centers in which students can be prepared for the university or other forms of higher education. Teachers colleges are being encouraged to provide more flexible admission procedures and to accept more mature students. Day colleges in metropolitan areas provide convenient teacher training facilities and grants which are sufficient for married women. It is suggested that new residential colleges be founded in addition to further expansion of present ones, and that methods of admission and grant-aid be revised. (pt)

ED 025 691 AC 003 126

Griffith, William S.
Adult Education: The Challenge to the Junior College.

Pub Date 25 Oct 68

Note—13p.; Address presented at the Third Annual Illinois Junior College Conference, Rockford, Illinois, October 25, 1968.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Administrator Qualifications, *Adult Education, *Community Colleges, *Community Service Programs, Educational Change, *Junior Colleges, *Program Development

The increasing number of community junior colleges and the changing adult characteristics contribute to the expansion of the size and scope of junior college adult education. Forces which tend to restrict this development to conventional classroom programs are the definition of adult education as a community service inferior to transfer and terminal programs, the lack of

imagination shown in adult classes, the ill-conceived state reimbursement schemes, the lack of cooperation with adult educators in other institutions, and the lack of training for administrators. Five action steps are proposed: (1) distinguishing between educational activities and community service programs; (2) strengthening existing agencies of adult education in the community and providing information on available programs; (3) providing unique courses which draw on the special resources of the junior college; (4) assessing community problems and developing programs to meet them, and (5) involving administrators in continuing education. (pt)

ED 025 692 AC 003 302

The Urban University and the Urban Community. Boston Univ., Mass. Metrocenter.

Pub Date 66

Note—230p.

Available from—Boston University Metrocenter, 755 Commonwealth Ave., Boston, Mass. 02215 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Community Development, *Community Relations, *Delinquency, *Federal Programs, *Fine Arts, *Metropolitan Areas, *Parking Facilities, *Role Perception, *University Extension, *Urban Universities

Identifiers—Massachusetts

A series of six seminars conducted by Boston University Metrocenter from March 9 to May 31, 1966 covered the following topics: "The Urban University and Its Environment," "Education for Metropolitan Living," "The Urban University and Community Action," "Problems of Town and Gown," "The Urban University and the Arts," and "University and City: A Look to the Future." The first report deals with issues in university-city relations with some emphasis on the city in transition; the second concentrates on the urban frontier of university education for adults with attention to the shaping of the future of the metropolitan area through continuing education; the third focuses on the role of the Federal government, the university, and the community in controlling delinquency and assisting in community development; the fourth deals with the commitment of the university to community relations, particularly involving parking problems; the fifth directs attention to the role of the urban university in the Arts; while the sixth attempts to examine the future role of Boston University and the general urban challenge and its accompanying opportunity for the urban university. (nl)

ED 025 693 AC 003 317

Lee, Robert Ellis
The Educational Commitment of the American Public Library, 1833-1956.
Chicago Univ., Ill.

Pub Date 63

Note—201p.; Ph. D. Thesis.

Available from—Dept. of Photoduplication, The University of Chicago Library, Swift Hall, Chicago, Ill. 60637

Document Not Available from EDRS.

Descriptors—*Adult Education Programs, *Doctoral Theses, *Educational Objectives, *Educational Responsibility, *Historical Reviews, *Library Extension, *Library Reference Services, *Public Libraries, *Recreational Reading

The purpose of this study was to determine in what way the interpretation and implementation of the library educational commitment to adults changed between 1833 and 1956. Primary documents were the chief sources of data; however, because comprehensive documentation of the American Public Library movement did not begin until 1876, secondary sources of accepted authenticity had to be relied on for data on the period 1833-1875. The major findings revealed three distinct phases in the development of the public library as an educational institution. First, the library began as a single-purpose institution in which education for adults was the central aim. Next, it became a multi-purpose institution in which education, recreation, and reference were the primary objectives, with recreation and reference eventually taking precedence over education. Third, it entered a period of appraisal in which attempts were made to revitalize its educational objective. By 1956, an increased number of librarians were beginning to recognize their obligations to all of the library's aims and to understand that a public library must be simultane-

ously educational, informational, and recreational. (author/nl)

ED 025 694 AC 003 318

Ingham, Roy John

The Measurement of Educative Behavior and Its Relationship to the Leisure Satisfaction of College Alumni.

Chicago Univ., Ill.

Pub Date 63

Note—142p.; Ph. D. Thesis.

Available from—Dept. of Photoduplication, Univ. of Chicago Library, Swift Hall, Chicago, Ill. 60637

Document Not Available from EDRS.

Descriptors—*Adult Education, *College Graduates, *College Majors, *Creativity, *Doctoral Theses, *Graduate Students, *Individual Power, *Leisure Time, *Measurement Instruments, *Participant Characteristics, *Participant Satisfaction, *Questionnaires, *Surveys, *Talent

The Leisure Activities Index was developed to measure educative behavior and was used to study the relationship between leisure satisfaction of adults and the extent to which they engaged in educative behavior. Five different groups established norms for the index: college graduates, noncredit university students, part-time credit students, high school teachers, and full-time graduate students. Information on educative and leisure satisfactions of autonomy, creativity, talent, and leisure complementary to work was collected from 682 alumni by mailed questionnaires. It was found that alumni who majored in liberal arts or had graduate degrees engaged in educative behavior more than those who majored in preprofessional curriculums or received only bachelor's degrees. Implications for education of adults and youth are made. The appendixes include the leisure activity check sheet, interview form, and attitude inventory. (author/pt)

ED 025 695 AC 003 336

Messerschmidt, Dale Harvey

A Study of Part-Time Instructors in Vocational-Technical Education Among Community Colleges in Michigan.

Michigan State Univ., East Lansing.

Pub Date 67

Note—135p.; Ph. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-4191, MF \$3.00; Xerography \$6.40).

Document Not Available from EDRS.

Descriptors—*Attitude Tests, *Business, *Community Colleges, *Doctoral Theses, *Industry, *Part Time Teachers, *Recruitment, *Teacher Education, *Technical Education, *Vocational Education

Identifiers—*Michigan, *Minnesota Teacher Attitude Inventory

The purpose of this study was to determine the practices used by community colleges in the State of Michigan to recruit, hire, and prepare part-time instructors in vocational-technical education, and to compare certain attitudes on six selected variables. Administrators of programs at twelve colleges were interviewed and the Minnesota Teacher Attitude Inventory and a personal data sheet administered to 327 instructors employed by the community colleges. Results from the interviews showed, among other things, that local business and industry were the primary source of part-time instructors for community colleges, and that topics which instructors wanted in inservice education included teaching methods, examination item writing, lesson plan preparation, and the philosophy of the community college. Tests of hypotheses concerned with the instructors' attitudes toward students showed that the length of teaching experience and course work in education had an effect on the attitudes of part-time instructors but no effect on the attitudes of full-time instructors; the age at which part-time and full-time instructors started teaching had no effect on instructors' attitude toward students. (author/nl)

ED 025 696 AC 003 342

Fay, Francis Anderson

Ego-Stage Development and Interaction.

Wisconsin Univ., Madison.

Pub Date 67

Note—226p.; Ph. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-10,935, MF \$3.00; Xerography \$10.35).

Document Not Available from EDRS.

Descriptors—Behavior Theories, Correlation, Doctoral Theses, Educational Psychology, *Group Dynamics, *Interaction, *Interpersonal Relationship, *Motivation, *Participation, *Performance Factors, *Personality, *Research, *Verbal Communication

The principal aim of the study was to determine whether, in the verbal interaction in a group of nine adults engaged in adult education, a systematic relationship could be shown between members' ego-stage profiles and their patterns of participation. Active ego-stage profiles were constructed of basic ego identity concerns using Erikson's conception of psychological development through the life span. The general hypothesis is asserted that congruence or noncongruence between individual and group ego-stage profiles would be systematically reflected in behavior patterns categorized in terms of work and emotion. Patterns of verbal interaction were derived from categories of interaction data in the form of six emotions and four levels of work. Tape recordings of interaction in four sessions provided five samples of data; the utterances were then rated for work levels and emotionality. Twelve tests yielded measures of association which were rejected as statistically insignificant, but the feasibility of studying the impact of ego identity concerns on individual behavior was demonstrated. (author/ly)

ED 025 697 AC 003 345

Wargo, John George, Jr.

An Analysis of the Custodial Training Programs in Indiana School Corporations.

Indiana Univ., Bloomington.

Note—126p.; Ed. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Mich., 48106 (Order No. 68-4757, Mic. \$3.00; Xerography \$6.20).

Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, *Apprenticeships, *Custodian Training, *Demonstrations (Educational), *Doctoral Theses, *Educational Objectives, *Employment Practices, *Evaluation, *Manuals, *Questionnaires, *School Districts, *School Maintenance

Identifiers—Indiana

Custodial training programs were surveyed and analyzed in Indiana to determine number employed, assess attitudes of school administrators toward training of custodians, locate school corporations with custodial handbooks, and ascertain opinions of administrators regarding custodial services. Information cards on custodial training were received from 235 schools. Questionnaires were then mailed to the 56 school corporations with training programs. It was found that few training programs existed, and the apprenticeship method was used by the majority of schools. Demonstrations by supply companies salesmen were used to increase knowledge of experienced custodians. No college classes or correspondence courses were used to train custodians. The primary area of instruction was in housekeeping and employment practices and benefits, but educational purposes, aims, and objectives or custodial evaluation methods were not included, nor did school corporations have custodial handbooks. Evidence reveals that the position of custodian will continue to increase in importance and training programs should be developed cooperatively by school corporations and vocational schools. (author/pt)

ED 025 698 AC 003 394

Pinnock, Theodore James

A Comparison of the Effectiveness of Film and Bulletin in Transmitting Knowledge to Negro 4-H Club Local Leaders in Alabama and Caucasian 4-H Club Local Leaders in Wisconsin.

Wisconsin Univ., Madison.

Pub Date 65

Note—122p.; Ph. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 65-9257, MF \$3.00; Xerography \$6.00).

Document Not Available from EDRS.

Descriptors—*Age Differences, *Analysis of Variance, *Bulletins, *Caucasians, *Doctoral Theses, *Educational Background, *Evaluation, *Films, *Group Discussion, *Leadership Training, *Negroes, *Nonprofessional Personnel, *Professional Personnel, *Research, *Teacher Evaluation, *Youth Leaders

Identifiers—*Four H Clubs, Wisconsin

This study compared local 4-H Club leaders (Negroes in Alabama and whites in Wisconsin)

8 Document Resumes

on knowledge gained when films or bulletins were used in training meetings. It also sought to compare the effectiveness of films and bulletins, with or without discussion, following presentation of research findings to the Negro leaders; to assess changes in the Negro leaders' knowledge after exposure to such data; and to compare the effectiveness of local and professional discussion leaders. The local leaders appeared more effective than the professionals. There were no differences in Negro leaders' knowledge gain between films and bulletins, or between professional and local leadership of discussion. Negro leaders' education was positively related to gains. Given similar methods of presentation, the Wisconsin leaders surpassed the Alabamians. The Alabama group gained in knowledge when presented with research findings, but the amount of gain depended greatly on educational background. (author/ly)

ED 025 699 AC 003 395

Vizza, Robert F.

A Study of the Education and Formal Management Training of Chief Sales Executives of Large Industrial Goods Firms.

New York Univ., N.Y. Graduate School of Business Administration.

Pub Date 67

Note—272p.; Ph. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-5377, MF \$3.50, Xerography \$12.40).

Document Not Available from EDRS.

Descriptors—*Chief Administrators, Curriculum, Degrees (Titles), Doctoral Theses, *Educational Background, *Educational Needs, Educational Objectives, Educational Responsibility, Graduate Study, *Industry, Management Education, Organization Size (Groups), Research, *Sales Occupations, Undergraduate Study, Universities

This study sought to determine the educational and training background of chief sales executives, and their superiors, in large industrial firms, and their opinions on educational and training requirements for sales executives of the 1980's. Respondents were surveyed as to past education and training, opinions regarding future requirements, the executive training role of colleges and industry, and objectives of undergraduate and graduate business education. Five hypotheses were also tested. Most sales executives of large industrial firms held at least a baccalaureate degree; most of those with graduate degrees had majored in business administration at the graduate level. Respondents tended to have B. S. degrees, little graduate education or formal management training, and a strong preference for professional education as opposed to liberal arts, for future industrial sales executives. Business schools at both the undergraduate and the graduate level were judged essential, and colleges were charged with the major responsibility for the continuing education of executives. Major recommendations were on research and on business courses for nonbusiness students. (author/ly)

ED 025 700 AC 003 396

Williams, Judy Rogers

An Investigation of the Current Role of Publicity in the Washington, D. C. Manpower Development and Training Act Program with a Proposed Public Relations Program for the Future.

American Univ., Washington, D.C.

Pub Date 67

Note—124p.; M. A. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. M-1173 MF \$3.00, Xerography \$6.00)

Document Not Available from EDRS.

Descriptors—*Federal Programs, Information Sources, *Manpower Development, Mass Media, Masters Theses, Newspapers, Program Proposals, *Publicize, *Public Relations, Selection, Service Occupations, Trainees, Unemployed

Identifiers—*District of Columbia

An attempt was made to establish the role of publicity during 1962-64 in the Manpower Development and Training Act (MDTA) program in Washington, D. C. Trainees (99% Negro, largely over age 40) had had a year of vocational education and training for service occupations. However, of employers interviewed (owners and operators of banks, hospitals, groceries, hotels

and motels, real estate firms, and restaurants), only 24% knew about the MDTA program; and only two of the 48 trainees had heard of the program through any publicity medium. From 1962 to 1964, only 21 articles in the "Evening Star" and the "Washington Post" dealt directly with the project. Some potential employers seemed to consider such programs wasteful and inefficient. Many early critics of MDTA accused local employment offices of choosing only the younger, better educated unemployed for training. Program success requires effective communication and public relations (preferably through the Office of Manpower Training and Automation) to reach potential trainees and employers, mass media, and other groups. (ly)

ED 025 701 AC 003 500

Managerial and Supervisory Educational Needs in Business and Industry in Pennsylvania.

Pennsylvania State Univ., University Park. Continuing Education.

Report No.—M-63-M-81

Pub Date 68

Note—704p.

EDRS Price MF-\$2.75 HC-\$35.10

Descriptors—*Administrative Personnel, Banking, *Business, Construction Industry, *Educational Needs, *Industry, Insurance Occupations, Manufacturing Industry, Research Projects, Telephone Communications Industry, Transportation

Identifiers—*Pennsylvania

This document presents self-perceived needs of managers and first line supervisors in the following Pennsylvania industries: chemical, rubber, and plastic products; banking; apparel, textile, and leather; construction; department stores; electrical machinery; fabricated metal products; insurance; machinery (except electrical); transportation equipment; gas and electrical utilities; petroleum refining; primary metals; professional, scientific, and controlling instruments; railroads; stone, clay, and glass products; telephone and telegraph; and transportation. Recommendations based on the information obtained through questionnaires are offered to the university, business and industry, individual managers and supervisors, and professional associations. (nl)

ED 025 702 AC 003 501

Tough, Allen M.

The Teaching Tasks Performed by Adult Self-Teachers.

Chicago Univ., Ill.

Pub Date Apr 65

Note—180p.; Ph. D. Thesis.

Available from—Department of Photoduplication, University of Chicago Library, Swift Hall, Chicago, Illinois 60637

Document Not Available from EDRS.

Descriptors—*Adults, *Decision Making, Doctoral Theses, *Human Resources, *Independent Study, *Information Seeking, Motivation, Research, Task Performance

The study investigated the behavior of 40 adults while planning, conducting, and supervising their own learning. Those interviewed recalled that they performed for themselves several major tasks of the professional educator. Deciding on activities, obtaining resources, estimating performance levels, choosing goals, deciding when to learn, and dealing with difficult parts were the most common tasks. These tasks required much time and caused some difficulty and concern. The typical self-teacher received help on six of the nine tasks performed, and from many individuals (ranging from four to 31, mean 10.6). Resource persons were of various types, with friends, family, and colleagues most common and librarians least common. The relative importance of the various types of helpers varied according to the task. (Also available on loan from the author, College of Education, University of Toronto, Toronto 5, Ontario, Canada). (ly)

ED 025 703 AC 003 521

Bussett, Glenn Morton

A Comparison of Knowledge Gained by Adults When Presentations Are Followed by Discussion Led by Local Volunteer and Professional Leaders with a Positive or Negative Attitude Toward the Discussion Task.

Wisconsin Univ., Madison.

Pub Date 65

Note—149p.; Ph. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 65-10, MF \$3.00, Xerography \$7.00)

Document Not Available from EDRS.

Descriptors—Adult Educators, Analysis of Variance, Doctoral Theses, Films, *Group Discussion, *Instructional Aids, Knowledge Level, *Leadership Training, *Lecture, Reading Materials, Research, Rural Extension, *Teacher Attitudes, Volunteers, Youth Leaders

This study examined whether or not the knowledge gained by adults in a group is influenced by media employed, by discussion, and by attitudes of local and professional discussion leaders. Research results were presented to the adults (250 4-H Club leaders) by film, lecture, and bulletin, then by discussion. Phases of the project included the effect of a period of follow-up discussion on knowledge gained by use of three media, and the relative effectiveness of local and professional leaders. Hypotheses were tested by analysis of variance. The lecture method, when followed by discussion, was most effective; films ranked second; bulletins, third. Attitudes of local discussion leaders affected knowledge gains relatively little in the settings described. It was concluded that adults expect an interested, positive attitude on the part of professional educators. When adults perceive an attitude which they interpret as uninterested or negative, learning significantly decreases. (author/ly)

ED 025 704 AC 003 523

Bringle, Ronald Royce

Effects of Human Relations Laboratory Training on Flexibility and Attitudes Toward Supervision.

Oregon Univ., Eugene.

Pub Date 67

Note—149p.; Ph. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-3973, MF \$3.00; Xerography \$7.00)

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, Doctoral Theses, *Human Relations Programs, *Laboratory Training, *Principals, Research, *Residential Programs, Supervision

The problem of this study was to assess the effects of a three-day residential human relations laboratory on flexibility and supervisory attitudes. An instrument constructed by Felker and Smith designed to further "operationalize" the construct of philosophic-mindedness was used to measure flexibility. Supervisory attitudes were measured by an instrument developed by Scientific Methods, Inc., entitled Managerial Values. It was hypothesized that flexibility would be increased by human relations training; also that 9/9 attitudes toward supervision would be increased. Both hypotheses were supported. Differences between means on flexibility and 9/9 attitudes at times 1, 2, and 3, were significant at the .01 level for the experimental group while there were no significant differences between means for the quasi-control group. Flexibility scores for administrators in this study were compared with scores by philosophy of education students as reported by Smith and Felker. (author/nl)

ED 025 705 AC 003 524

Carlson, Robert Andrew

The Creation and Development of Educational Television as an Institution of Adult Education: A Case Study in American History.

Wisconsin Univ., Madison.

Pub Date 68

Note—362p.; Ph. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-7092, MF \$7.15, Xerography \$25.45).

Document Not Available from EDRS.

Descriptors—*Adult Education, Doctoral Theses, *Educational Finance, *Educational Television, Foundation Programs, *Historical Reviews, Informal Leadership, *National Programs, Private Financial Support, Professional Associations, Socioeconomic Influences

This historical study analyzes the national development of educational television (ETV) within the context of American political, social, economic, and intellectual life of the 1950's and 1960's. The efforts of ETV activists such as Frieda Hennock, C. Scott Fletcher, and John White to gain sufficient high-level support for ETV are examined. Primary documents as well as personal interviews with many individuals who

played crucial roles in bringing ETV into being supplied the data. The study shows that at the national level educational television has been largely an institution of informal adult education because of early backing by the Fund for Adult Education. It has remained that way despite efforts to make it a part of formal elementary, secondary, and higher education by the professional educational establishment and by the Fund for the Advancement of Education. The most influential support for the ETV institution has come from the Senate Committee on Commerce and from the Ford Foundation. (author/nl)

ED 025 706 AC 003 525

Castle, David
The Effect of Participation Training on the Self-System.

Indiana Univ., Bloomington.

Pub Date 65

Note—225p.; Ph. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 65-10,807, MF \$3.00, Xerography \$10.15).

Document Not Available from EDRS.

Descriptors—*Behavior Change, *Church Programs, Conflict, Doctoral Theses, *Group Dynamics, Investigations, Models, *Participation, Post Testing, Pretests, Program Content, Psychological Characteristics, Questionnaires, Role Perception, *Sensitivity Training, Social Characteristics, Values

Identifiers—Semantic Differential Technique

The purpose of this study was to measure the degree of behavioral change in terms of some aspects of the psychological self resulting from participation training of groups from two churches. Attempt is made to describe and measure the process of growth in terms of a process model categorized into awareness, acceptance, and affirmation. Content data were gathered by the Semantic Differential Technique which measured changes in the meaning of selected concepts on nine bipolar, adjective scales. The test was given on a pre-test and post-test basis. Process was measured by the use of a journal questionnaire which provided information for the three-step process model: frustrations showed up mainly on the conceptual level, whereas rewards of participation were more on the process or experiential level. The participants came to be less afraid of controversy and placed a higher value on tension but were less afraid of it. Adventure and joy became powerful as concepts, communication was improved, and certain philosophical concepts such as death were less feared. (author/nl)

ED 025 707 AC 003 526

Densmore, Max L.

An Evaluative Analysis of Selected University Conference Programs Conducted at Kellogg Center for Continuing Education Michigan State University.

Michigan State Univ., East Lansing.

Pub Date 65

Note—191p.; Ph. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Mich., 48106 (Order No. 65-14204, MF \$3.00, Xerography \$8.00).

Document Not Available from EDRS.

Descriptors—*Adult Education, Doctoral Theses, Employment Level, *Evaluation Methods, Occupations, Participant Characteristics, *Participant Satisfaction, *Residential Programs, Sex Differences, Statistical Data, *University Extension

Identifiers—*Kellogg Center for Continuing Education, Kropp Verner Reaction Scale

An analysis of residential continuing education programs conducted by University Conference Services at Michigan State University's Kellogg Center for Continuing Education was conducted in order to develop an instrument and methodology with universal application to measure conference success and participant satisfaction. Data were gathered from 630 respondents attending ten conferences, who were classified by Bureau of the Census industrial areas of origin, occupational level, and sex. Participants' perception of their learning and the relationship to over all satisfaction with the conference experience were analyzed. The Kropp Verner Reaction Scale was extensively used in measuring conference success and overall satisfaction. It was found that women favored conferences more than men; a significant difference existed between participant

reactions when classified by industry of employment; program satisfaction was rated differently depending upon occupational level; and a mutual relationship existed between how participants judged the quality of their learning experience and degree of total satisfaction. Numerical indexes of participant satisfaction and conference success were developed for each conference analyzed. (author/pt)

ED 025 708 AC 003 530

Gordon, George Kenneth

A Q-Sort Instrument for Measuring Attitudes Toward the Educational Conditions of the Indiana Plan.

Indiana Univ., Bloomington.

Pub Date 65

Note—203p.; Ph. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 66-3118, MF \$3.00, Xerography \$9.25).

Document Not Available from EDRS.

Descriptors—Analysis of Variance, *Changing Attitudes, Doctoral Theses, *Educational Attitudes, Evaluation, Institutes (Training Programs), Leadership Training, *Measurement Instruments, Participation, Personality Tests, *Q Sort, Research, Test Reliability

Identifiers—*Indiana Plan

The problem was to construct, validate, and test a Q-sort instrument consisting of 56 statements measuring attitude changes of individual participants toward the seven educational conditions of the Indiana Plan for Adult Education in the Church. The Q-sort was structured to represent conditions of the plan at two levels with four replications (7x2x4). Four populations were used to provide data on the instrument's reliability in a control group, its vulnerability to irrelevant response determiners, effects of participation in a training institute, and criteria associated with subjects well oriented to the plan. Trainers also nominated participants who had shown most and least change during the institute. Findings led to these conclusions: (1) the Q-sort did measure attitudes; (2) criterion subjects shared a common, distinctive pattern of attitudes toward the conditions of the Indiana Plan; (3) participation promoted significant changes in attitudes of participants; (4) the meaning of these attitude changes cannot be interpreted without further study, especially followup; (5) Q-sorts provide a means of studying phenomena of intrapersonal dynamics. (author/ly)

ED 025 709 AC 003 531

Griffith, William S.

A Growth Model of Institutions of Adult Education.

Chicago Univ., Ill.

Pub Date Aug 63

Note—342p.; Ph. D. Thesis.

Available from—Photoduplication Department, University of Chicago Library, Swift Hall, Chicago, Illinois 60637 (Thesis No. T-10,155).

Document Not Available from EDRS.

Descriptors—*Adult Education, Attendance, Doctoral Theses, Enrollment, Financial Support, *Growth Patterns, Historical Reviews, *Models, *Organizational Change, *Organizations (Groups), Physical Facilities, Programs, Research, Statistical Data

This study sought to discover a characteristic sequence of progressive developmental phases of institutions of adult education as a means of increasing knowledge of the growth process, demonstrating the similarity of such institutions, and facilitating more effective planning for those engaged in institutional adult education work. The use of quantitative data concerning programs, personnel, clientele, finances, and physical plants revealed marked similarities of patterns for five selected adult education institutions. Because of the influence of major environmental changes reflected in these quantified variables, historical reviews of the institutions were needed for correct interpretation of growth curves. Six growth stages, from genesis of the new system to accommodative steady state (maturity), were identified and described in a model of an ideal developmental sequence. The nature of an institution can probably be judged more readily with this model than by examining data from a given point in time. The model must be extended in order to be useful in interpreting changes after an institution has reached maturity. (author/ly)

ED 025 710 AC 003 539

Peel, Donald Naylor

The Philosophy of Adult Education of the Anglican Church of Canada.

Indiana Univ., Bloomington.

Pub Date 67

Note—563p.; Ph. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-2342, MF \$7.15, Xerography \$24.45).

Document Not Available from EDRS.

Descriptors—Adult Characteristics, *Adult Education, Adult Learning, Cultural Factors, Doctoral Theses, Educational Objectives, *Educational Philosophy, Group Instruction, Leadership Styles, Leadership Training, Program Planning, *Protestants, *Religious Education

Identifiers—*Canada

The adult education philosophy of the Anglican Church of Canada was critically analyzed in terms of basic principles and presuppositions, cultural factors in Christian education, concepts of maturity and of authority, characteristics of adult learners, teaching and leadership, group learning, and patterns of educational practice. Comparisons of Anglican positions were made with those in other philosophies of education. These were among the major findings and conclusions: (1) Anglican philosophy is essentialist-perennialist (based on constant fundamentals) but has many progressivist-reconstructionist (change-oriented, experimental, and secular) features; (2) the approach is reality-centered, incorporating learner needs and Church requirements; (3) although leadership is ascribed to the learning group, the leader is depicted as dominating the planning and evaluation of educational experiences; (4) the most serious lacks are a systematic statement of educational philosophy, a clear and flexible plan for church adult education, and an effective concept of authority. (author/ly)

ED 025 711 AC 003 540

Robinson, James William

The Trade Union in the Economy as a Factor in the Differential Development of Workers' Education in Great Britain and the United States.

Duke Univ., Durham, N.C.

Pub Date 67

Note—220p.; Ph. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-3441, MF \$3.00, Xerography \$9.90).

Document Not Available from EDRS.

Descriptors—Administration, *Comparative Analysis, Curriculum, Doctoral Theses, Educational Objectives, Enrollment, General Education, *Historical Reviews, Industrial Relations, Labor Economics, *Labor Education, Labor Unions, Liberal Arts, Participant Characteristics, Research, *Socioeconomic Influences, University Extension

Identifiers—*Great Britain

This study sought to determine why British and American labor education programs have differed; how present divergences differ from those of the past; and to what extent the characteristics of unions and of industrial relations explain the differences. Judicial and legislative restrictions led to British labor unions' involvement in partisan political activity early in their development; and because of reliance on economic and political pressures by the unions, British labor education was general, and lacked union participation. In the United States, reliance on collective bargaining within a regulated industrial relations system led to emphasis on union functions in labor education. Since World War II, British unions have been devoting more resources to labor education and have provided training in bargaining and administration to secure improved economic benefits. However, American labor education has shifted its attention from economic to social concerns and now includes more social science instruction, often by non-union organizations. (author/ly)

ED 025 712 AC 003 541

Sharma, Devendra Kumar

Role of Information Sources and Communication Channels in Adoption of Improved Practices by Farmers in M. P. State, India.

Cornell Univ., Ithaca, N.Y.

Pub Date 67

Note—265p.; Ph. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-16,368, MF \$3.45, Xerography \$11.95).
Document Not Available from EDRS.

Descriptors—*Adoption (Ideas), *Adult Farmer Education, Age Differences, Audiovisual Aids, Demonstrations (Educational), Doctoral Theses, Educational Background, Extension Agents, *Farmers, Films, *Information Sources, Mass Media, Meetings, Participation, Reading Materials, Research, Socioeconomic Status, Teaching Techniques, University Extension
Identifiers—*India

A study was made of information sources and channels whereby new ideas about improved farming methods are communicated to farmers. Questionnaire interviews were held with 200 farmers in Madhya Pradesh, India. Of the five information sources studied, neighbors were named by all respondents, village level workers by 72%, chairmen of village panchayats by 26%, and agricultural and university extension personnel by 20% and 17%, respectively. Among seven means of communication, demonstrations led with 50%, followed by radio (38%), audiovisual aids (posters, films, exhibits), general meetings, and reading materials. Age, education, caste, and economic status were discriminating factors, singly or in combination, in the use of all sources except neighbors and village local workers. One major finding was that face-to-face contacts between extension agents and farmers had the greatest influence, and mass media the least influence on adoption. (author/ly)

ED 025 713 AC 003 542

Sowder, Ellie Mae
The Present Status of the Antigonish Movement in Nova Scotia.

George Peabody Coll. for Teachers, Nashville, Tenn.
Pub Date 67

Note—116p.; Ph. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-2898, MF \$3.00, Xerography \$5.80).

Document Not Available from EDRS.

Descriptors—Agriculture, *Community Development, Cooperatives, Discussion Groups, Doctoral Theses, *Economic Development, Fisheries, *Historical Reviews, Industry, Leadership Training, Regional Programs, Research, *Rural Areas, Universities, *University Extension
Identifiers—*Antigonish Movement, Nova Scotia

A comprehensive case study is presented of the Antigonish Movement in eastern Nova Scotia. Originally founded to combat poverty and exploitation, it has functioned since 1929 under the extension department of St. Francis Xavier University, Antigonish. The Movement brought education into the lives of ordinary working people and introduced group learning into adult education. It has had a strong influence in Canada and elsewhere in linking adult education with the cooperative movement, and has contributed to leadership training with its emphasis on group action. Primacy of the individual, social reform through education, and fundamental change in social and economic institutions are among its guiding principles. The early study groups and conferences, the "kitchen meetings," neighborhood short courses, leadership short courses, the rise of credit unions and various types of cooperatives, and (mainly since 1957) the people's School TV series and the social leadership diploma course at the Coady International Institute represent some major stages, programs, and accomplishments. (ly)

ED 025 714 AC 003 543

Steffert, Robert Wesley
A Study of Delayed Achievement in a Short-Term Adult Education Program.

Indiana Univ., Bloomington.

Pub Date 67

Note—164p.; Ph. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-2365, MF \$3.00, Xerography \$7.60).

Document Not Available from EDRS.

Descriptors—Achievement Tests, *Adult Education Programs, Doctoral Theses, *Evaluation Methods, *Group Discussion, Participant Characteristics, *Participation, Post Testing, Pretests, *Recall (Psychological), Research
This study aimed at measuring and evaluating the results of a participation training program

after one year had elapsed. Two experimental groups were administered a test of delayed achievement twice; one received a 15-minute treatment review on the principles of participation training in group discussion between the test administrations; the other took the test a second time after a 15-minute interval, receiving no treatment. The third group, an inside control group, was composed of individuals active in church adult education classes; the fourth and fifth groups were inside and outside groups composed of persons not active in adult education groups. Those with training and some randomly-selected, untrained representatives of adult education groups were interviewed. The findings revealed that trained adults achieved significantly higher scores on the delayed achievement test than non-trained adults; test scores of non-trained adults were significantly higher on the delayed achievement test than those of non-trained adults; post-test scores of the group receiving the treatment-review differed significantly from the post-test scores of the group not receiving the treatment-review. (author/nl)

ED 025 715 AC 003 544

Tedesco, Eleanor Hollis
Analysis of In-Company and Out-of-Company Educational and Training Practices for Clerical Workers of Leading Firms in the Greater Boston Area. (Volumes I and II).

Michigan State Univ., East Lansing.

Pub Date 67

Note—673p.; Ed. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-4226, MF \$8.55, Xerography \$30.40).

Document Not Available from EDRS.

Descriptors—Administrative Personnel, *Clerical Workers, Data Processing, Doctoral Theses, Educational Trends, *Inplant Programs, Interviews, Observation, *Off the Job Training, *On the Job Training, *Organization Size (Groups), Participation, Program Effectiveness, Technological Advancement
Identifiers—*Boston

This study was concerned with the present and future status of company training for clerical workers among firms in the Greater Boston area, descriptions of formal training programs that these companies provide for their clerical workers and ones conducted by out-of-company agencies. Questionnaires were used to secure information about present and future training practices from managerial personnel representing 645 companies. For data concerning the structure of formal training programs, interviews, observation, participation, and printed or duplicated office materials were used. Findings include the following: companies prefer to train their own clerical workers; large companies have many training opportunities; there is a gap between training provided by schools and the clerical training required for on-the-job performance; technological changes indicate a need for training in data processing and technical secretarial skills; and valid evidence concerning the value of training programs is lacking. (author/nl)

ED 025 716 AC 003 568

Knox, Alan
Older People as Consumers of Education.

Pub Date [66]

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Adult Characteristics, *Adult Development, *Adult Learning, *Age Differences, Bibliographies, Older Adults, *Participant Satisfaction, Research Reviews (Publications)

Socio-psychological variables that influence the extent to which older people (age: 50+) will be consumers of education are examined to arrive at criteria for programs appropriate to the developmental needs of this group. Research indicates that two primary influences are changes in learning abilities and interests. Secondary influences include social factors (e.g. societal expectations about the role of older people, availability of educational opportunity) and personal factors (e.g. levels of physical and mental health, income, mobility, and preparatory education). The challenge to practitioners working with older persons is to diagnose the patterns that inhibit educational consumption and modify those so as to enable older persons more effectively to use education to achieve their own objectives. (A bibliography is included.) (dm)

ED 025 717 AC 003 622

Bruce, R.L.

A Study of Research Utilization Processes in British Agriculture.

State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell.

Pub Date Feb 69

Note—14p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Agricultural Education, *Models, *Research Problems, *Research Utilization, *Rural Extension

Identifiers—*Great Britain

This study, done in England and Wales, was a first step in developing a model or set of models for describing processes by which agricultural research findings are put into practice. It was decided that the model should be based on actual instances of transmission and use of research. Models by the author and by others were used in developing descriptive statements. Because of the nature of the source models, three categories (events, process, and decision) were used. Interviews were either narrations of specific instances of the processes under study or less formal interviews in which respondents described policies and general procedures. Data suggested the existence of information efforts activated by both supply and demand; the existence of separate processes was neither proved nor disproved. Supply-activated aspects of research utilization seemed to need better analysis. All narrations are now being flow-charted for study of relationships within the process. Collection of comparable data in other countries is also planned. (Included are appendices on process and event items, sample item cards, and sample protocols.) (ly)

ED 025 718 AC 003 623

Cohen, David M. Dubin, Samuel S.

A Systems Approach to Updating Professional Personnel.

Pub Date Feb 69

Note—12p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Evaluation, *Models, *Professional Continuing Education, Research, *Systems Approach

Professional updating processes can be visualized as a system enabling both educators and professionals to enhance individual competence. The systems analysis model given here represents updating practices both pictorially and mathematically. Strengths of the model are: it incorporates educational, psychological, and motivational factors from a systems viewpoint; the mathematical model enables the determination of the most influential variables in the updating process; the model can be developed for both individuals and groups; and parameters of mathematical models can be estimated or determined with standard statistical procedures. Weaknesses are: the model is somewhat simplified and may not include all possible parameters; negative feedback is not recognized; the problem of statistical estimation of parameters is still unresolved; and the assumption that updating is a consistently nondecreasing process can be questioned. (Seven figures are included.) (ly)

ED 025 719 AC 003 624

Carlson, Robert A.

History and Social Science: Complementary Approaches to Adult Education Research.

Pub Date Feb 69

Note—7p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Adult Education, *History, *Interdisciplinary Approach, *Research Methodology, *Social Sciences

The author expresses the view that historical and social science research in adult education should be complementary but separate. He asserts that interpretive, humanistic adult education history should be oriented toward "the unique, the particular, and the individual," with statistical analysis and other scientific methodology preferably confined to social science studies. (ly)

ED 025 720 AC 003 62

Findlay, E. Weldon

An Identification of Critical Behavior and Related Major Concepts Relevant to the Training of Professional Leaders in Extension Education.

Pub Date Feb 69

Note—21p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Behavior Patterns, Critical Incidents Method, *Curriculum Planning, *Extension Agents, *Job Analysis, *Models, Performance Factors, *Professional Training, Research, Rural Extension, Self Evaluation, Taxonomy Identifiers—*Cooperative Extension Service, New York State

A study was made of 200 Cooperative Extension Service workers in New York State to identify appropriate curriculum content for training professional leaders in extension education. The critical incident method was used to discover behavior patterns characteristic of professional extension agents and of key importance in their work. Respondents were asked to recall instances of effective and ineffective behavior on their part, to emphasize behavior critical to achieving an effective outcome, and to indicate why they considered a given incident effective or ineffective. Finally, a structure of relevant concepts was identified and linked to behavioral categories. Key behavior was grouped within seven major categories; preconditioned or set behavior; programming; mobilizing resources and facilitating action; coordinating action to administer agency programs and activities; providing voluntary leadership; influencing clientele evaluation and adoption of innovations; and regulating programs and activities. Concepts were identified and interpreted under the headings of the system and its growth and development, planning change and development, managing change and development, and influencing the evaluation and adoption of innovations. (LY)

ED 025 721

AC 003 626

Franklin, Richard

Toward the Style of the Community Change Educator.

Pub Date Feb 69

Note—43p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*Behavior Patterns, *Change Agents, *Community Change, *Interpersonal Relationship, *Leadership Styles, *Models, Research

Variations and implications of change agents' patterns or styles of interaction with client systems (individuals, groups, or multigroups) are discussed. Five styles are defined: (1) the instructor, who imparts information to clients and interacts only with his agency; (2) the paternalistic, who exercises personal, paternalistic influence and authority; (3) the advocate, who channels agency communication and influence to the client; (4) the servitor, who simply performs tasks for clients and implements agency decisions; and (5) the community change educator, who interacts effectively with both agency and clients. A hypothetical model indicates client group responses to these change agent styles over a time span, with emphasis on the concepts of dependence, counterdependence, independence, and interdependence. The author uses his home agency to illustrate positive and negative effects of change agencies on the functioning of change agents. (ly)

ED 025 722

AC 003 627

Havrilesky, C.

The Assumptions and Implications of Federal Adult Education Legislation.

Note—9p.; Paper presented at the National Seminar on Adult Education Research, (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Academic Achievement, *Adult Basic Education, Educational Background, *Evaluation, *Federal Aid, *Federal Legislation, *Guidelines, Low Income Groups, Research

Identifiers—Adult Education Act of 1966, Economic Opportunity Act of 1964, New Jersey

Two premises of Federal adult basic education legislation are that grade level completed measures achievement level or at least is significantly and positively related thereto, and that similar

economic backgrounds indicate similar educational needs. Results of a 1967-68 New Jersey study, which showed relatively little relationship between grades completed and reading and mathematics achievement scores in a low income population, tend to contradict both premises. A more accurate formula is needed for adult education funding at the state and Federal levels, and the scope of dissimilar instructional needs of the target population must be further examined. (One table and four references are included.) (ly)

ED 025 723

AC 003 628

Johnson, Raymond L. And Others

Measuring the Educational Relevance of a Short-Term Training Program for Teachers.

Pub Date 69

Note—17p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Changing Attitudes, Housewives, *Program Evaluation, *Program Length, Questionnaires, Research, Retention, *Teacher Experience, *Teacher Workshops

A multiple time series design was used to test the effectiveness of short workshops for housewives recruited to teach basic reading to adults in bringing about changes in teacher attitudes and opinions. An attitude and opinion survey questionnaire comprising true-false items was given on three occasions, to all participants of a nine-hour workshop. All the participants answered the questionnaires at the beginning of the workshop but only the members of the experimental group answered them the second time after teaching a class. Sixteen of the 100 items showed significant shifts in responses between times one and two for the experimental group and fourteen for the control group, and virtually all the changes induced in the controls persisted at time three. However, the effects of the workshop were almost totally erased by the experiences in the classroom. (An appendix with an outline of the procedure is included.) (nl)

ED 025 724

AC 003 629

Klewer, Gerald L.

The Value Orientations and the Educational Participation of Clergymen. Program Report.

Pub Date Feb 69

Note—13p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Adult Education, *Clergymen, Individual Characteristics, Laymen, Leisure Time, Measurement Instruments, *Participation, *Personal Values, *Religious Factors, Research Identifiers—Differential Values Inventory, Leisure Activity Survey

This study investigated the relationship between the value orientations and the adult education participation of clergymen, and the relationship of the extent of participation and value orientation and religious tradition. The Leisure Activity Survey and a revision of the Differential Values Inventory were administered to 55 ministers, 55 priests, and 55 rabbis in greater Chicago. Only one component of participation (Cultural) was significantly related to value orientations. Four participation components (Periodical Reading-Instructional, Instructional-Hobby, Cultural, Mass Media) were significantly related to religious tradition alone. Extent of educational participation was significantly related to value orientations but not to religious tradition. The discrepancy between hypothesized and actual relationships was caused by the differences between laymen and clergymen, previous studies having been done with church members. Researchers might test the differences in educational participation, value orientations, and religious traditions between laymen and clergy of a religious tradition. (ly)

ED 025 725

AC 003 630

Lanham, Orville E. Brown, Emory J.

Factors Related to the Adoption of Farm Practices.

Pub Date Feb 69

Note—25p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Adoption (Ideas), Bibliographies, *Dairymen, *Factor Analysis, *Farm Manage-

ment, Individual Characteristics, Information Sources, Research, *Rural Extension, Socioeconomic Status, Statistical Data

Dairy farmers (N=387) in two Pennsylvania counties were studied concerning their adoption of practices used on nearby demonstration farms. A total of 37 variables (including 11 "dummy variables") were used to measure personal characteristics, economic structures of farms, communication sources, and formal and informal participation. Factor analysis and multiple regression analysis were performed. Seven of the 37 variables accounted for 46% of the variance in adoption. Five of the seven variables (acreage farmed, farm equipment, participation in agricultural extension programs, participation in economic organizations, number of top twenty farmers talked to) were measures of formal participation, economic structure of farms, and communication sources. The farm equipment index explained over 20% of variance in adoption, which indicates that some processes are more applicable to larger, highly mechanized farms. None of the static personality characteristics was significant. (The document includes four tables, 48 references, and a brief research review.) (ly)

ED 025 726

AC 003 631

Looby, Lawrence E.

Participation in Pesticide Education Programs and Changes in Opinion Leadership Activities.

Pub Date 69

Note—20p.; Paper presented at National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Behavior Change, Control Groups, *Educational Programs, Experimental Groups, *Informal Leadership, *Information Dissemination, *Merchants, Pesticides, Research, Rural Areas, Statistical Data, Urban Areas Identifiers—Nebraska

A study was made to see if an educational program on the safe and proper use of pesticides would increase the opinion leadership activities of pesticide dealers and the amount of quality of information they conveyed to their customers and other dealers. The dealers selected came from eight rural counties and two urban communities in Nebraska; they were divided into an experimental and a control group for each area. Educational programs provided during a 12-month period included workshops, classes, and conferences as well as bulletins, brochures, and radio and television programs. The dealers were interviewed before and after the program. Data gathered indicated that participation in pesticide education programs did not appear to be related to increase in opinion leadership activities; however, the scale used did not measure actual effects of the activities. Nominations of the opinion leaders by their customers, who mentioned them as sources of information, seemed to confirm the opinion leadership scale. (nl)

ED 025 727

AC 003 632

Plietsch, Douglas H.

Communication Concepts for Adult Educators.

Pub Date 11 Feb 69

Note—15p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Adult Educators, *Agricultural Education, Behavioral Objectives, *Communication (Thought Transfer), Community Change, *Concept Formation, *Extension Agents, *Research Methodology

The methodology used in the study of communication concepts by the adult educator in agriculture is explained, in order to develop more effective training programs and materials. Four stages were delineated to clarify procedural aspects of the study: (1) determination of anticipated behavioral requirements for future competence in communication of social change, through assessment of technical, social, and economic trends in society; (2) identification of relevant communication concepts by reviewing literature and submitting them to a screening process; (3) definition and description of most important concepts; (4) suggestion of educational objectives useful in increasing competency in communication to implement educational change. Twelve of the more important intellectual behavior requirements for adult agricultural educators, and 31 concept groupings are listed, in-

cluding an example of the concept "persuasion." General objectives to provide a basis for more specific teaching objectives and learning experiences are listed and an illustration given. (pt)

ED 025 728 AC 003 633

Rose, Harold

The Effect of Sociability on the Type and Rate of Interaction in Small Groups.

Pub Date Feb 69

Note—18p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Analysis of Variance, Correlation, *Discussion Groups, *Interaction, *Interpersonal Competence, *Measurement Instruments, Research, *Verbal Communication

Identifiers—*Reciprocal Category System

This study sought to determine the effect of sociability, a personality variable, on the kind and number of statements made by an individual in a group. Subjects were 65 adult basic education workshop participants from Alabama, Florida, Georgia, Mississippi, and Tennessee. They were divided into seven groups by stratified random sampling on age, sex, and race; group leaders were rotated to control the effect of differing leadership styles. Data on interaction, sociability, and demographic factors were obtained with the Reciprocal Category System, a scale of social introversion and extraversion, and a brief questionnaire. All types of interaction but one correlated significantly with interaction rate. None of the demographic variables (age, sex, race, administrative experience, teaching experience, educational background) correlated significantly with interaction. Implications for research were noted. (Included are ten references and four illustrations.) (ly)

ED 025 729 AC 003 634

Shearon, Ronald W.

Correlates of Administrative Professional Leadership in the North Carolina Agricultural Extension Service.

Pub Date Feb 69

Note—28p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Administrative Personnel, Chief Administrators, Evaluation, *Extension Agents, Factor Analysis, Individual Characteristics, Interpersonal Relationship, Job Satisfaction, *Leadership, Morale, Performance Factors, Research, *Role Perception, *Rural Extension

Identifiers—*Cooperative Extension Service, North Carolina

This study analyzed variance in county extension chairmen's (CEC) conformity to an administrative performance leadership (APL) concept of their role. Relationships between APL and agent morale and performance, CEC attributes, and CEC relationships with agents, were assessed. Results were reexamined after adjusting for effects of sex, level of education, tenure, and career satisfaction in reports by observer agents. Major findings were: (1) CEC conformity to an APL role concept appeared significantly related to agent morale and performance; (2) chairmen who considered the APL concept very important had higher APL scores; (3) personal characteristics of agents had essentially no effect on coefficients for measures (managerial support, equality, support in conflict situations) of CEC-agent relationships. Findings suggest that, where they provide agents with managerial support, minimize status distinctions, and support agents in conflict situations, CEC are more likely to negotiate certain obstacles (agent resistance and limited time) and conform more closely to the APL role concept. (Nine tables and two references are included.) (ly)

ED 025 730 AC 003 635

Yadco, Fausto, Jr. Warlow, G. L.

Learning Orientations of Adults for Enrolling in the Part-Time B.A. Program at the University of Guelph.

Guelph Univ. (Ontario). Ontario Agricultural Coll.

Report No.—R-25

Pub Date Sep 68

Note—9p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Age Differences, Analysis of Variance, Family Status, Females, Goal Orientation, Group Instruction, Independent Study, Males, Marital Status, *Motivation, *Participation, *Part Time Students, Research, Socioeconomic Background, *Undergraduate Study, *University Extension

A study was made of the relationship of the relative scores of respondents on each of five learning orientations (learning, desire for sociability, personal goal, societal goal, and need fulfillment) to selected personal characteristics (age, sex, marital and family status, occupation, income, residence location, religious preference), social characteristics (number of organizational memberships, group subjects studied, subjects studied independently, and hours devoted to independent study and to study of group subjects), and levels of achievement motivation. Subjects were 91 adults enrolled in the part-time B.A. program at the University of Guelph. Indexes of learning orientation and achievement motivation were used. Findings led to the following conclusions: (1) age allows some prediction of learning and sociability orientations; (2) occupational status permits a limited prediction of sociability, need fulfillment, and personal goal orientations; (3) religious preference predicts desire for sociability orientation; (4) levels of achievement motivation predict personal goal orientations. (One table is included.) (ly)

ED 025 731 AC 003 636

Dimock, Hedley G.

Studies on the Affect of Participation in Training and Supervisory Programs.

Pub Date 69

Note—5p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Attitude Tests, *Changing Attitudes, *Leadership Training, *Participation, Questionnaires, Research, Test Validity, Transfer of Training

This study describes the procedures used to evaluate the effect of 28 leadership development programs for young and middle-aged adults. The educational experiences were divided into 4 groups — low, medium, high, and very high — depending on the level of the learners' participation and the extent to which the learning was focused on their interests and experiences. These factors were rated on a subjective basis by the author. From a variety of approaches to predicting successful group leaders, a series of short questions that actually discriminated successful from unsuccessful group leaders were selected. Three attitude questionnaires were put together in a leadership inventory and studies of its reliability ranged from .70 to .90 (odd-even and test-retest). Studies of its validity in eight field situations ranged from .23 to .69 with an average of about .50. These are multiple correlations and were established using the Aitken method with rank order correlations and the Jenkins method with product-moment correlations. The findings revealed that high participation led to a more significant attitude change than low participation. (nl)

ED 025 732 AC 003 637

Kauffman, Earl

The Older Adult as a University Student.

Pub Date Feb 69

Note—31p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—Age Differences, Educational Background, Females, Grades (Scholastic), *Higher Education, Males, Motivation, *Older Adults, *Participant Characteristics, Psychological Characteristics, Research, *Retirement, Student Attitudes, Teacher Attitudes, *University Extension

Identifiers—*University of Kentucky

Characteristics and performance of Donovan Scholars (56 men and 127 women over 65) in the Educare Program at the University of Kentucky were studied, and pertinent research problems were revealed. Findings include the following: (1) most Scholars were high school graduates with at least some college; (2) most grades were fair to excellent; (3) English, art, history, education, and philosophy were the most popular courses; (4) Donovans were comparable to regular students on five personality measures and sig-

nificantly different on eight others; (5) Donovan Scholars were more conforming and conservative than younger students, with much more commitment to religious values; (6) on the whole, they were very well accepted by professors. Analytical projects are under way on self-administered testing, student evaluation by professors, morale and involvement, medical testing, mental competency, and driver retraining. (Included are 18 references and 15 tables and charts.) (ly)

ED 025 733 AC 003 638

Martin, Margaret R.

The Researcher's Role in the Diffusion of an Innovation: A Comparative Study.

Pub Date Feb 69

Note—13p.; Paper presented at the National Seminar for Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Adult Educators, Communication (Thought Transfer), *Coordinators, *Diffusion, *Educational Innovation, *Educational Researchers, Experimental Programs, Research, *Role Perception, Teacher Education

This study used a diffusion model in an attempt to understand the role of the researcher in the evaluation of an educational innovation in a school setting. The Learning Laboratory for Adult Basic Education at the Rochambeau School in White Plains, and the Brevoort Community Center in Bedford-Stuyvesant, Brooklyn, were studied. Both programs used a multimedia basic education system developed by a commercial firm. Agencies and teachers in the two projects appeared to perceive the research coordinator as being, in addition to a professional in research design and methodology, a communicator in the program planning and teacher training phases, rather than a change agent. Although knowledge level and other factors might contribute to differences in content and objectives, the researcher was expected to transmit efficiently both research and nonresearch information. Teacher training and experience also seemed to affect communication and the adoption of innovation. (ly)

ED 025 734 AC 003 639

Menko, Allen

A Study of Perceptual and Attitudinal Change Within a Course on Adult Education Methods.

Pub Date 69

Note—20p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Adult Learning, Bibliographies, *Changing Attitudes, *Graduate Students, Group Instruction, Independent Study, Leadership Training, *Professional Education, Rating Scales, Research, *Self Concept

A study was made of personal changes in 50 graduate students in education, public health, social work, psychology, business administration, and public administration, and public administration who took a special 15-week university course in adult education methodology. Major course objectives were to help class members (1) to see themselves as able to aid other adults in their learning, problem-solving, and decision-making, and (2) to perceive other adults as having the potential and basic desire to take responsibility for their own learning and development and behave constructively toward others. Learning events involved the total group, ad hoc subunits, permanent "home-based" groups, permanent out of class triads, individual outside reading of distributed articles and self-chosen books, individual and small group consultation, and ad hoc work committees. Gains in positive self-perception and in readiness to share leadership with others were significant; the influence of self-perception on changes in readiness to share leadership were not significant. (References are included.) (ly)

ED 025 735 AC 003 640

Shearman, John

Meeting Users' Needs - Where Adult Education and Information Science Interact.

Pub Date Feb 69

Note—13p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Adult Education, *Information Science, *Information Seeking, *Library Services, *Research

Adult education and information science can be viewed as aspects of the endeavor to communicate collective human knowledge and experience. Where self-learners "need to know" intersects with information and library science skills in meeting user needs, dynamic interaction may take place. Information systems research at Stanford University, Purdue, Lehigh, the Ontario Institute for Studies in Education, and elsewhere has been concerned with determining what is meant by satisfying user needs, clarifying objectively what those needs are, and building systems that meet those needs. (The document includes 13 references and an information services model.) (author/ly)

ED 025 736

AC 003 650

Macdonald, Mairi St. John.
Informal Helping Relationships Among Adults.
Pub Date 69

Note—4p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969), based on author's doctoral dissertation, University of Toronto, 1968.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Counselor Characteristics, Identification, *Nondirective Counseling, *Nonprofessional Personnel, Research, Sex Differences, *Social Relations

An exploratory study examined the informal helping relationship between adults seeking assistance with problems and the persons they selected as helpers. Fifteen men and 15 women were interviewed with an open ended questionnaire listing 50 possible reasons for selecting a helper and 35 possible ways in which a helper assisted with the problems. Among problem areas were careers, marital difficulties, alcoholism, bereavement, moving, family conflicts, and feelings of inadequacy. Problems had persisted for periods of time varying from six months to more than three years. Respondents selected helpers who were older, married, friends or relatives, same nationality or sex, and of similar educational level and religion. Men tended to choose helpers who were perceived as warm, friendly, and sincerely interested in them, while women selected helpers who took them seriously, listened, and kept confidences. Natural helpers appeared to share similarities to professionally trained persons described in counseling literature. Objective findings suggest that natural helpers may be identified through the testimony of those whom they have assisted, and subjective findings suggest that natural helpers may be identified by self-disclosures in an interview. (author/pt)

ED 025 737

AC 003 754

Watt, Lois B., Comp. Murphy, Sidney E., Comp.
Adult Basic Education: A Bibliography from the Educational Materials Center.
Office of Education (DHEW), Washington, D.C.
Bureau of Research.
Report No.—OE-14031-41
Pub Date Sep 68
Note—19p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS.214:14031-41, HC \$3.0)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Adult Basic Education, *Annotated Bibliographies, *Bibliographies, *Resource Materials, *Textbooks

This first bibliography prepared by the Educational Materials Center on publications for teaching adults essential basic skills includes only materials which have been specifically developed for adult basic education, which range from 0 through seventh or eighth grade level, and which are on the shelves at the Center, though not available from the Center. Materials include teachers' resources and students' texts organized by curriculum areas, texts for American Indian schools, and materials for adult and for young readers. (eb)

ED 025 738

AL 001 285

Hutsaert, Marnixus Prator, Clifford H.
A Study of The "New Primary Approach" in The Schools of Kenya.

Ministry of Education, Nairobi (Kenya).
Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 3 Mar 65
Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Advisory Committees, Bilingual Education, Educational Innovation, English (Second Language), Language, *Language Programs, Language Role, *Multilingualism, Official Languages, Primary Education, Second Language Learning, *Surveys, *Swahili, Teacher Education, Teaching Methods

Identifiers—Kenya, *New Primary Approach, The New Peak Course, The Pivot Course

This two-part study is an outgrowth of the explosive expansion in English-medium instruction which has taken place in the primary schools of Kenya since 1957. "Part I: The Prator Statement," which concentrates on the linguistic, methodological, and teacher-training aspects of the overall problem, presents first a description of the linguistic background of Kenya, the rationale underlying the use of English as a medium of instruction, and the role of Swahili and the vernaculars. Also described are the present language policy, its implementation and future, and the development of the NPA ("New Primary Approach" — referred to formerly as the "English-Medium Scheme"). The author evaluates the "New Peak Course" and the teacher training colleges. "Part II: The Hutsaert Statement" focuses attention on the administrative and financial aspects of education in Kenya and implementation of the NPA. A few of the joint recommendations appended to the report suggest that (1) English should become the universal medium of instruction in Kenya schools, (2) Swahili should be introduced in Standard (Grade) IV and be continued as a compulsory subject, (3) primary school pupils should become literate in their vernacular, and (4) for adequate instruction in Swahili, it is necessary to prepare teaching materials and to develop teacher training facilities. (AMM)

ED 025 739

AL 001 304

Fishman, Joshua A.

Language Problems and Types of Political and Socio-Cultural Integration: A Conceptual Postscript.

Pub Date 9 Apr 68

Note—8p.; Adapted version of this paper was delivered at the Ninth International Conference on Second Language Problems, Tunis (Tunisia) April 1968.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Bilingualism, Cultural Factors, *Developing Nations, Ethnic Groups, *Language Development, *Language Role, Multilingualism, National Programs, Political Influences, *Sociolinguistics

Identifiers—ICSLP, International Conference Second Language Problems

The author outlines the socio-cultural and language problems of three main types of developing nations. The first type, the "new developing nations," (sub-Saharan and East Africa) have little to draw upon in terms of a useable socio-cultural or political past. The language problems reflect emphasis on political integration, for which purposes Western languages are adopted. Successful language policy in these new nations leads to bilingualism and monolingualism. The second type, the "old developing nations," (North Africa, the Near East, and South-East Asia) have the problem of creating the new out of the old and the hallowed. Their classical standard languages usually differ substantially from the current vernaculars of the masses. The tendency is to import a Western language in toto for modernization. A suggested compromise is to use Western loan words or translation loans for lexical expansion. (This is resisted by classicists.) The "intermediate" or third type, (India and Pakistan) have strong links with great traditions and have all of the difficulties of the first two types. Like the "new" nations, they may require the more permanent utilization of a Western language for the purposes of political and economic modernization and national integration. Like the "old" nations, they may require the development and modernization of one or more indigenous traditional languages for local and regional socio-cultural modernization and integration. (AMM)

ED 025 740

AL 001 373

Lyovin, Anatole

A Chinese Dialect Dictionary on Computer: Program Report.

California Univ., Berkeley, Phonology Lab.
Spons Agency—National Science Foundation, Washington, D.C.
Report No.—FOLA-2-7

Pub Date Jun 68

Note—45p.; Paper in Project on Linguistic Analysis, Reports, Second Series, No. 7.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—Cantonese, *Chinese, Computational Linguistics, Contrastive Linguistics, Diachronic Linguistics, Dialects, Dialect Studies, Dictionaries, Japanese, Korean, *Mandarin Chinese, Phonology, *Regional Dialects, Tone Languages

Identifiers—Annamese, Guang Yun, *Hanyu Fangyin Zihui, Ji Yun, Logographs

The use of computers makes possible analysis of the vast amount of data available in recent dialect dictionaries and surveys and in the ancient Chinese rhyme books, such as "Guang yun" and "Ji yun." Comparison of dialects can enable a historical study of Chinese, a major language group outside the Indo-European area, to offer "a more balanced perspective on the nature of sound change in human language." The problems of coding are great, but once the coding system is established, the encoding of materials can be shared by a number of institutions. The coding of the seven Mandarin dialects in the "Hanyu fangyin zihui" is complete, and preliminary tests of the computer program have shown it to be satisfactory. After further testing and refinement, other dialect surveys, rhyme books, and Sino-Korean, Sino-Japanese, and Sino-Annamese can be added to the system. The author gives details of the organization of the data, the coding system, the computer program, and errors in the source data. Appendices give the actual computer code, flow charts for the computer program, and a list of errors in the "Hanyu fangyin zihui." Correspondence concerning POLA matters should be addressed to William S-Y. Wang, Department of Linguistics, University of California, Berkeley, California 94720. (MK)

ED 025 741

AL 001 405

Wolfram, Walter A. Fasold, Ralph W.

A Black English Translation of John 3:1-21; With Grammatical Annotations.

Center for Applied Linguistics, Washington, D.C.
Pub Date Sep 68

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—American English, *Biblical Literature, Black Community, Cultural Background, *Cultural Differences, Cultural Factors, Linguistic Patterns, Negro Culture, *Negro Dialects, Negro Youth, Nonstandard Dialects, Phonemic Alphabets, Phonemics, Pronunciation, *Social Dialects, Socioeconomic Influences, Sociolinguistics, Spelling, Teni, *Translation

Identifiers—Black English

Some differences between Standard English (SE) and "Black English" (BE) have important consequences in communication of messages. The authors cite as an example the "habitual" function of the finite verb "be" which has no equivalent in SE. They point out that "simplification" of the English of the Bible may result in a "translation" which is inappropriate for the users for which it is intended. Although unhappy with the conventional spelling, both as representing SE pronunciation rather than BE pronunciation and as incapable of dealing with changes of pronunciation that occur in different style levels, the authors justify standard orthography both linguistically and sociologically. Identification of Afro-Americans with distinctive speech styles and the general adolescent rejection of speech norms, may lead to acceptance of this type of translation and its desirability of those involved in ghetto ministry. The actual translation is accompanied by notes giving the linguistic explanation for each variation from SE. (MK)

ED 025 742

AL 001 533

Bulgarian Basic Course.

Pub Date 66

Note—2,645p.; 16vols.

EDRS Price MF-\$9.50 HC-\$105.88

Descriptors—Audiolingual Methods, *Bulgarian, Cultural Context, Cyrillic Alphabet, Glossaries, Grammar, History, *Instructional Materials, *Intensive Language Courses, *Language Instruction, Pattern Drills (Language), Phonology, Reading, Supplementary Textbooks, Vocabulary, Writing, Writing Exercises

This audiolingual basic course in modern Bulgarian consists of 136 lesson units in 13 volumes, supplemented by (1) a vocabulary to Volume I and II, (2) a supplementary text for Volume II,

and (3) a vocabulary to Volume XII. The course, intended for the Defense Language Institute intensive language program, is designed to train native English language speakers to Level 3 proficiency in comprehension, speaking, reading, and writing. (Level 5 is native speaker proficiency.) A history of the Bulgarian language introduces Volume I. Explanations of the sound system of Bulgarian as it is represented in printed and longhand Cyrillic orthography, the pronunciation lesson format and rationale, transcription symbols, intonation and stress are followed by 15 pronunciation lessons, a statistical review of the dialog which form a basic part of the texts, and vocabulary listings. Volume II, the "structural phase," continues the dialog, cartoon guides, translations, and grammar drills, and presents additional grammar perception drills and analysis, as well as readings, class discussion questions, and homework materials. Emphasis on reading and writing increases in later volumes; the series concludes with an illustrated history of Bulgaria. Cultural content throughout reflects various aspects of life in Bulgaria. (AMM)

ED 025 743

AL 001 586

Politzer, Robert L.

Toward Psycholinguistic Models of Language Instruction.

Pub Date Sep 68

Note—7p.

Available from—TESOL, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (Single copy \$1.50).

Journal Cit—TESOL Quarterly; v2 n3 Sep 1968

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Contrastive Linguistics, *English (Second Language), *Language Instruction, Language Teachers, *Models, Pattern Drills (Language), *Psycholinguistics, *Teaching Techniques

The author suggests that the starting point of improved language teaching can be found in the language classroom itself and not in the theoretical considerations of the linguist or the theories of learning advocated by the psychologist. At the same time, however, both linguistics and psychology can be extremely useful to the language teacher, not because they furnish principles which can be extrapolated into the language-teaching situation, but because they are tools necessary for a meaningful analysis of the teaching process and of teaching experience. Elaborated upon is a simple example of the use of linguistic and psychological principles as tools of the analysis of the teaching process. A master teacher's performance in teaching contrast in English mass nouns vs. count nouns, and "want" vs. "hope" is observed and analyzed according to: (1) frame of reference, (2) reward of correct response, (3) use of a variety of stimuli, (4) gradual withdrawal of control stimuli, and (5) use of concept learning (grammatical explanation). Such analyses may provide a model that can be defined, studied, and replicated in other teaching situations. What is more important, the author feels, is that once the elements of the psycholinguistic model have been identified, the model itself can be made the subject of research; the teacher variable can be eliminated through using the model in programmed instruction. (AMM)

ED 025 744

AL 001 587

Morris, Joyce

Barriers to Successful Reading for Second-Language Students at the Secondary Level.

Pub Date Sep 68

Note—6p.; Paper presented at the TESOL Convention, San Antonio, Texas, March 1968.

Available from—TESOL, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (Single copy \$1.50).

Journal Cit—TESOL Quarterly; v2 n3 Sep 1968

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—American Indians, Bilingual Education, *Bilingual Students, Cultural Differences, *English (Second Language), *Reading Instruction, Reading Skills, *Reading Tests, Secondary School Students, *Second Language Learning, Spanish Speaking

The author examines some statistics which indicate entire classrooms of Indian students at the junior high school level are reading at the second or third grade level, and are graduated from high school with perhaps intermediate grade reading ability. Various surveys seem to have established that children are able to achieve at grade level

through the primary grades but their level of achievement from that point on is an endless downward spiral. In the intermediate grades, the carefully controlled content and vocabulary breaks down; the children are expected to learn, at a faster rate, more complex materials in various content areas. At this point also, instruction in reading usually stops. That the principles of teaching English as a second language should be observed is obvious, and lack of facility with English handicaps the child in learning to read English. However, it cannot be said that the ability to speak English will insure ability to read English. Teaching oral English and teaching reading are not identical processes and do not have the same purposes. Further, the processes and aims of initial reading instruction and advanced reading instruction are not the same. At higher levels, the students should equate words not with sounds but with meanings. They should explore, interpret, and extend the concepts represented in writing in order to develop the conceptual basis for abstraction in English. (AMM)

ED 025 745

AL 001 588

Plaister, Ted

Reading Instruction for College Level Foreign Students.

Pub Date Sep 68

Note—5p.; Paper presented at the TESOL Convention, San Antonio, Texas March 1968.

Available from—TESOL, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (Single copy \$1.50).

Journal Cit—TESOL Quarterly; v2 n3 Sep 1968

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—College Students, *English (Second Language), *Foreign Students, Programmed Texts, *Reading Instruction, *Reading Skills, *Reading Tests, Vocabulary Development

Identifiers—English Language Institute, University of Hawaii

A description of the English Language Institute reading courses at the University of Hawaii is presented. A reading test, given to all non-native speakers of English applying to the University, yields scores on vocabulary, comprehension, speed, and total reading ability. On the basis of these scores, students are (1) classified as exempt, more or less native speaker level; (2) enrolled in ELI 71, the basic reading course; (3) enrolled in ELI 72, the more advanced reading course; or (4) not admitted. Course work in ELI 71, which meets daily for one hour, begins with a discussion of general reading problems and practices. Students are introduced to timed reading exercises, lectures on culture, and homework in programed texts designed for vocabulary development. Markle's "Words: A Programmed Course in Vocabulary Development," Science Research Associates, 1963, is part of the present curriculum. The ELI 72 course, meeting three times a week, uses Harris' "Reading Improvement Exercises for Students of English as a Second Language," Prentice-Hall, 1966. The reading courses are summarized as stressing (1) elimination of poor reading habits, (2) training in reading by structures, (3) timed reading exercises, (4) practice in reading different kinds of material in class, (5) lectures on important cultural concepts, (6) practice in taking tests under timed conditions, and (7) vocabulary development using programed texts. (AMM)

ED 025 746

AL 001 589

Anderson, Tommy R.

On Intermediate Language Instruction.

Pub Date Sep 68

Note—7p.

Available from—TESOL, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (Single copy \$1.50).

Journal Cit—TESOL Quarterly; v2 n3 Sep 1968

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Audiolingual Methods, English, *Language Instruction, Language Patterns, Language Styles, Psycholinguistics, *Reading Skills, *Second Language Learning, *Writing Skills

The initial stage of second language learning usually aims to develop the ability to converse. This conversational ability is, however, rarely the ultimate object of second language instruction. The student may want access to the literature of the culture of the second language, or to get an education in it. For these reasons, interest shifts toward reading and writing, two skills which tend

to dominate the intermediate and advanced levels of second language instruction; and the student advances toward the time when he will be treated as a native speaker of the second language. The unstructured conversation of six-year-old native speakers does not differ substantially in syntactic complexity from that of adults. The child, however, has much to learn in the areas of organization and style. The task of a pre-literature text for a native speaker is to (1) teach the organizational patterns which enable an adult to raise conversation to the level of systematic instruction, narration, or coherent exposition; (2) consider the extent to which alternate ways of saying something are equivalent; and (3) prepare the child to recognize the conventional patterns of style. It is suggested that intermediate level language materials be differentiated from elementary level materials in both methodology and content. Emphasis should be less on pattern practice of single sentences and more on close reading and controlled writing of longer units of sentences. (AMM)

ED 025 747

AL 001 591

Cooksey, Robbie Choate

Priorities in Instituting the Teaching of English as a Second Language in a Southwest Texas School.

Pub Date Sep 68

Note—6p.

Available from—TESOL, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (Single copy \$1.50).

Journal Cit—TESOL Quarterly; v2 n3 Sep 1968

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Bilingual Students, Contrastive Linguistics, *English (Second Language), *Second Language Learning, *Spanish Speaking, Teacher Attitudes, *Teacher Education

Following two years of probing into reasons for local failure in teaching Latin-American students, the author began an intensive teacher-training program, with changes in teacher attitude as its first goal. The phases of language theory and methods covered in the training included developing an understanding of the intimate relationship between a culture and its language; a limited contrastive analysis of the sound, structure, and vocabulary systems of English and Spanish; oral drill techniques with practice and suggestions for classroom use; suggestions for adapting texts provided by the State, with emphasis on sound and structure drills from the text selections; and sequencing of the introduction of new structural elements. The author considers the most obvious affirmative result to be the disappearance of many of the attitudes of complacency and defeatism on the part of the teachers, and stresses the fact that second-language teaching has been carried on effectively overseas for many years. (AMM)

ED 025 748

AL 001 593

Miller, Mary Rita

Teaching English to the Indian of the Plains and the Northwest.

Pub Date Sep 68

Note—5p.

Available from—TESOL, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (Single copy \$1.50).

Journal Cit—TESOL Quarterly; v2 n3 Sep 1968

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*American Indians, Cultural Differences, Culture Conflict, *English (Second Language), Institutes (Training Programs), *Language Instruction, Learning Motivation, Learning Theories, Nonstandard Dialects, Student Attitudes, Summer Institutes, Teacher Attitudes

Identifiers—NDEA Institutes

The 36 teacher-participants at the 1967 NDEA Summer Institute in English for speakers of other languages, held at the University of Montana, came from public, private, and Bureau of Indian Affairs schools in eight Western states. Their pupils represented 16 Indian tribes, ranging from Navaho, where many children come to school knowing no English, to Salish and Kutenai, where most beginning school children speak English. Estimated enrollment of these schools ranged from 25 percent to 100 percent Indian. In addition to estimating the attendance, the participants were asked to categorize their students according to whether they spoke (1) standard English, (2) nonstandard English, (3) little or no English, or

(4) standard English, but with limited vocabulary due to socioeconomic conditions. Categorization was difficult for some teachers because of their standards of oral speech and "degree of teacher permissiveness," as well as the fact that many teachers were quite unaware of the speech of their students. Figures arrived at from the teachers' evaluations tend to suggest "the lamentable conclusion that many children who attend our schools to learn English only succeed in learning a nonstandard variety, or in preserving it if they arrive speaking nonstandard English." (AMM)

ED 025 749 AL 001 609

Kehoe, Monika, Ed.
Applied Linguistics: A Survey for Language Teachers. Collier Macmillan Teacher's Library.
Pub Date 68
Note—154p.
Available from—The Macmillan Company, 866 Third Avenue, New York, New York 10022 (\$2.50).

Document Not Available from EDRS.

Descriptors—*Applied Linguistics, Bilingualism, Classical Languages, Contrastive Linguistics, Developing Nations, *English (Second Language), Foreign Students, Interference (Language Learning), *Language Instruction, Language Laboratories, Language Teachers, *Second Language Learning, Structural Linguistics

This book, written for those who have no formal training in linguistics but who have an interest in language or language teaching, is meant as a practical text for use in introductory courses in Applied Linguistics. Its emphasis is on second language teaching, but it is also of interest to those who teach native speakers because it covers the entire scope of the subject. Contents include the following articles: (1) "Language Learning" by Gaston Saint-Pierre, (2) "The Historical Background of Linguistics" by Estrella Calimag, (3) "Bilingualism and the Teacher of English as a Foreign Language" by L. Bruce Barkman, (4) "Teaching Classical Languages: The Structural Approach" by C. Douglas Ellis, (5) "Teaching and Training: British Experience" by A.V.F. Elliot, and (6) "Teaching English to Speakers of Other Languages" by Monika Kehoe. The introduction discusses language and culture, terminology, and schools of linguistics. The conclusion is a discussion of technological advances and their relationship to second language learning. Appended are: (1) a diagram of the speech organs, (2) a selected list of publications and materials, and (3) a list of organizations to write to for information on further language training and teaching opportunities. (DO)

ED 025 750 AL 001 610

Croft, Kenneth
English Pronunciation: A Manual for Teachers. Collier-Macmillan Teacher's Library.
English Language Services, Inc., Washington, D.C.
Pub Date 68
Note—97p.

Available from—The Macmillan Company, 866 Third Avenue, New York, New York 10022 (\$1.50).

Document Not Available from EDRS.

Descriptors—*English, *English (Second Language), Interference (Language Learning), *Language Instruction, Language Teachers, Phonemes, Phonetics, *Phonology, *Pronunciation, Second Language Learning, Suprasegmentals, Teaching Techniques

This book is intended to serve as a practical introduction both to the phonology of English and to the general practices and techniques used in teaching and learning pronunciation. It is written primarily for the teacher who has had little or no formal exposure to the field of linguistics, but who has an interest in becoming acquainted with some of the elements of phonology and the application of linguistic facts to teaching or learning pronunciation. The book begins with one of the common definitions of language, and then proceeds to a general discussion of sounds and symbols and phonetics, and finally to a presentation of the segmental and suprasegmental phonemes and intonation patterns of English. One entire chapter is devoted to techniques of teaching and learning pronunciation and includes several sample drills. A glossary at the end of the book defines many of the technical terms used. (DO)

ED 025 751 AL 001 634

Reich, Peter A.
Symbols, Relations, and Structural Complexity. Yale Univ., New Haven, Conn. Linguistic Automation Project.
Pub Date May 68
Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—Algorithms, *Context Free Grammar, Linguistic Theory, Networks, *Phrase Structure, *Structural Analysis, *Syntax Identifiers—*Relational Network Approach, Stratificational Grammar

This paper discusses an alternate formalism for context-free phrase structure grammar. The author feels that if a grammar is stated completely explicitly it can be represented in the form of a relational network of the type proposed by Lamb. He discusses some formal properties of such networks and makes some revisions to Lamb's formulation which allow the formal properties and the structural complexity count to be kept as simple as possible. The notion of "hill climbing" on equivalence spaces defined by the formal properties and the complexity count is introduced as a model of the simplification part of language acquisition. The author suggests that using the complexity count he proposes, the process of simplification in disjunctive form is "non-uphill all the way." Thus he finds that the network approach not only gives a simpler overall system, but one which has the added advantage of starting linguists along the path of developing a detailed model of the process of language acquisition. (See related document AL 001 636.) (Author/DO)

ED 025 752 AL 001 636

Reich, Peter A.
The English Auxiliaries: A Relational Network Description.

Yale Univ., New Haven, Conn. Linguistic Automation Project.
Pub Date Nov 68
Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—English, Negative Forms (Language), *Structural Analysis, *Syntax, Verbs Identifiers—*Relational Network Approach, Stratificational Grammar

In this paper the author attempts to show that the relational network approach is adequate to handle the relationship between interrogative and declarative word order, the grammatically determined "do," "not," and the order of morphemes in the verbal auxiliary. He feels that this is one step toward demonstrating that the relational network approach is a viable alternative way of formalizing our knowledge of English grammar. (See related document AL 001 634.) (Author/DO)

ED 025 753 AL 001 651

Dillard, J.L.
Non-Standard Negro Dialects - Convergence or Divergence?

Pub Date 68
Note—3p.

Available from—The Florida FL Reporter, 801 NE 177th St., North Miami Beach, Florida 33162 (Reprints \$0.25).

Journal Cit—The Florida FL Reporter, v65n2 Fall 1968

Document Not Available from EDRS.

Descriptors—American English, Creoles, Cultural Differences, *Dialect Studies, History, Linguistic Theory, *Negro Dialects, Nonstandard Dialects, Pidgins, Regional Dialects, *Social Dialects, Sociolinguistics

The author takes up the problem of the origin of Negro dialects in the United States. On the basis of the very limited number of lexical items which can be traced directly to African languages, McDavid discounts the role of African influence on the patterns of current Negro English dialects. William Stewart suggests the possibility of extended influence on Negro dialects of a pidgin widely current in Africa. The author questions McDavid's assumption that "selective cultural differentiation" is responsible for differences of Negro speech from standard English, and finds more credible Stewart's concept of "relexification." This can account for the great similarities between Negro English and standard English, together with the persistence of differences such as uninflected verb forms sometimes having the meaning of habitual action. Serious study of Negro English is needed and such

study may "reveal that non-standard Negro dialects represent a divergence from Gullah in the direction of convergence with white non-standard dialects and with standard American English." (MK)

ED 025 754 AL 001 663

Cooke, Joseph R.
Pronominal Reference in Thai, Burmese, and Vietnamese. University of California Publications in Linguistics, Volume 52.
California Univ., Berkeley.
Spons Agency—American Council of Learned Societies, New York, N.Y.
Pub Date 15 Nov 68
Note—162p.; Doctoral dissertation in linguistics, University of California at Berkeley, 1965.
Available from—University of California Press, 2223 Fulton Street, Berkeley, Cal. 94707 (\$4.50).

Document Not Available from EDRS.

Descriptors—*Burmese, Contrastive Linguistics, Cultural Context, Cultural Factors, Nominals, *Pronouns, *Structural Analysis, *Thai, *Vietnamese

Identifiers—*Kin Terms, Status Terms

This study in Thai, Burmese, and Vietnamese is concerned with forms, meanings, and usage relating to personal pronouns and also other forms which, like them, are used as sentence subjects or objects with first or second person meanings—such phenomena being termed "pronominal." Three types of forms are seen to occur pronominally in the languages under consideration: personal pronouns, kintype nouns, and name nouns, and each of these is described structurally. Further treatment includes the following: lists of forms with meanings described in some detail; analysis of semantic features of personal pronouns in terms of person, sex, age, status, intimacy, nonrestraint, etc.; consideration of literal and displaced meanings of kin terms; and discussion of personal and cultural aspects of usage. Then the various formal, semantic, and cultural phenomena are compared and contrasted in the three languages. It is hoped that this work will contribute to linguistic knowledge and understanding by (1) providing a compendium of information on comparatively little-known, but linguistically and culturally significant, areas of all three languages; (2) organizing and analyzing a rich but confusing mass of material; and (3) setting forth a body of comparative and contrastive data showing remarkable parallels and similarities (as well as differences) in pronominal usage. (AMM)

ED 025 755 AL 001 673

Sovern, Marilyn
From Cree to English. Part One: the Sound System.

Saskatchewan Univ., Saskatoon. Indian and Northern Curriculum Resources Centre.
Pub Date [68]

Note—80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—*Contrastive Linguistics, *Cree, *English (Second Language), Instructional Materials, Interference (Language Learning), *Language Instruction, Phonemes, *Phonology, Teaching Guides, Teaching Techniques

This study compares the sound systems of Cree and English, with special attention given to identifying the differences between the two systems which are likely to cause interference or confusion. Specific teaching suggestions are provided for those who are teaching the English sound system to students who are more familiar with the Cree system. Facial diagrams illustrating the oral production of difficult sounds and suggestions for making drill sessions interesting are included with each drill. The pronunciation drill is described in some detail in the section "Teaching the Voicing Distinction." A technical knowledge of linguistics is not assumed on the part of the reader. (AMM)

ED 025 756 AL 001 674

Berney, Tomi D., Ed. Eisenberg, Anne, Ed.
Doble Research Supplement (Digest of Bilingual Education).

Pub Date Dec 68
Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Bilingual Education, *Bilingualism, Bilingual Schools, Bilingual Students, Cultural Differences, English, English (Second Lan-

guage), Literacy, Mexican Americans, Sociolinguistics, Spanish Speaking, Ten
Identifiers—Hillgaynon, Irish, Philippines, *Section 7 Elementary and Secondary Education Act, Welsh

This bulletin summarizes the arguments for bilingual education in the United States. More than one language is needed as the medium of instruction where the child's mother tongue may not be English. Instruction in a weaker language not only retards reading, but arithmetic and other subjects are not as well learned if the child must cope with unfamiliar subject matter in an unfamiliar tongue. In the past, many tests of language proficiency have not been properly designed, resulting in misleading scores. A committee of educators and administrators has suggested that bilingual schooling can result "in superior educational achievement." Experimental projects, using the mother tongue as the medium for instruction at early stages, support this proposition. In addition, bilingual programs tend to improve community involvement in the education process. Three pages of selected bibliography cover Research, Background Information, Selected Programs in Bilingual Education, and Further Information. (MK) CH

ED 025 757 AL 001 677

Curriculum Program for the Apache Language.

Whitewater Public Schools, Ariz.

Note—110p.

EDRS Price MF-\$0.50 HC-\$5.60

Descriptors—American Indian Languages, *Apache, Bilingual Education, Cultural Context, Curriculum Development, Elementary Education, *Instructional Materials, *Language Instruction, Morphemes, Phonemes, Phonemic Alphabets, Pronouns, Reading Instruction, *Reading Materials

Identifiers—Encitics

These curriculum materials from the Whitewater (Arizona) Elementary School consist of—(1) an English-Apache word list of some of the most commonly used words in Apache, 29p.; (2) a list of encitics with approximate or suggested meanings and illustrations of usage, 5 p.; (3) an illustrated chart of Apache vowels and consonants, various written sound-recognition tests, a listing of pronouns and numbers, and conversational question and statement patterns, 12 p.; (4) mnemonic charts presenting each consonant letter illustrated by a word which contains the sound, 16 p.; (5) an Apache Reader which presents all the sounds in simple words and sentences, 24 p.; and a story of an Indian boy and his donkey, in English and Apache, with accompanying pages of illustrations, 24 p. (AMM)

ED 025 758 AL 001 683

Annual Report of the Center for Research in Human Learning, 1967-68.

Minnesota Univ., Minneapolis. Center for Research in Human Learning.

Spons Agency—National Inst. of Child Health and Human Development, Bethesda, Md.; National Science Foundation, Washington, D.C.

Pub Date 15 Jun 68

Note—41p.

Available from—400 Ford Hall, Univ. of Minnesota, Minneapolis, Minn. 55455.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—*Annual Reports, *Behavioral Science Research, *Child Development, *Verbal Learning

This document constitutes the narrative portion of the Annual Progress Report of the Center for Research in Human Learning for the period 15 June 1967 to 15 June 1968. It was submitted to the National Science Foundation, the National Institute of Child Health and Human Development, and the Graduate School of the University of Minnesota as an official report on the fourth year of support for the Center. Following a listing of the Center personnel are descriptions of the Center's research activities in (1) animal research, (2) perception and choice behavior, (3) verbal and nonverbal cognition in children, (4) learning in children, (5) language behavior, (6) memory and recall, (7) verbal and motor learning and transfer, (8) instruction, and (9) theoretical issues. Descriptions of the training program, organization and facilities, and publications from May 1967-May 1968 conclude the Report. (AMM)

ED 025 759 48 AL 001 686

Fairbanks, Gordon H. And Others

Colloquial Sinhalese.

Cornell Univ., Ithaca, N.Y. Southeast Asia Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-8322

Pub Date 68

Contract—OEC-1-7-078322-1711

Note—673p.; 2vols.

EDRS Price MF-\$2.50 HC-\$33.75

Descriptors—Audiolingual Methods, Cultural Context, Grammar, *Instructional Materials, *Language Instruction, Pattern Drills (Language), Phonemic Alphabets, Phonology, Pronunciation, *Sinhalese, *Standard Spoken Usage, Writing, Writing Exercises

This two-volume introductory course in Sinhalese (also spelled Singhalese) is based on a standard variety of the official language of Ceylon as spoken by educated speakers of the South-Western coastal regions. Each of the lesson units (24 in Part I and 12 in Part II) has a conversation, a grammar section, and a set of exercises. Every fourth unit is followed by a review unit. The material is designed to be practiced orally and emphasizes developing fluency in manipulating Sinhalese patterns, making use of the vocabulary introduced in the conversations. The Sinhalese script is introduced gradually beginning in Lesson 5, and is used exclusively from Lesson 13 on. The phonology, presented in the Introduction, appears in phonemic transcription. A reference list of inflected forms and cumulative Sinhalese-English and English-Sinhalese glossaries are included in Part II. (AMM)

ED 025 760 48 AL 001 688

Tarte, Robert D. Barritt, Loren S.

Phonetic Symbolism in Adult Native Speakers of English.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1784

Pub Date 1 Sep 68

Contract—OEC-3-6-061784-0508

Note—12p. Report included in Studies in Language and Language Behavior, Progress Report No. VII.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Adults, *Association (Psychological), Distinctive Features, *English, Language Research, Language Tests, *Phonetics

Identifiers—*Phonetic Symbolism

A forced-choice paired-comparison test containing 252 items was presented to eight subjects. Each item consisted of two geometric figures chosen systematically from a sample of four ellipses and four triangles. The subjects (six female and two male adults who spoke only English) were asked to decide which of the two figures went best with a monosyllabic nonsense sound presented on audio tape. The results showed a striking orderliness. There was consistency within and between subjects in their ability to match sounds to figures. The existence of the phenomenon of "phonetic symbolism" in adult native speakers of English was supported. (Author/DO)

ED 025 761 AL 001 689

Baratz, Joan C., Ed. Shuy, Roger W., Ed.

Teaching Black Children to Read. Urban Language Series, Number 4.

Center for Applied Linguistics, Washington, D.C.

Pub Date 69

Note—220p.

Available from—Publications Section, Center for Applied Linguistics, 1717 Massachusetts Ave. NW, Washington, D.C. 20036 (\$5.00).

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Cultural Differences, English (Second Language), Ghetos, Language Patterns, Language Role, Language Styles, *Literacy, Negro Attitudes, Negro Culture, *Negro Dialects, Negro Youth, Nonstandard Dialects, Psycholinguistics, *Reading Difficulty, Reading Material Selection, Reading Research, Remedial Reading Programs, *Social Dialects, Sociolinguistics, Speech Skills, *Ten

This fourth book in the Urban Language Series is concerned with the relationship of language to reading. Literacy must be based on the language the child actually uses. In the case of ghetto children, materials in their dialect must be prepared so that their task of associating sounds and words

with written symbols is not complicated by lack of correspondence between these sounds and words and the students' normal speech. These materials must include forms the child uses and hears, and exclude forms he does not hear and use. They must avoid complex constructions and ambiguity and make use of natural redundancy. Further, they must use language appropriate to the context in the experience of the child. Examples of the kinds of materials that can be developed are included in two of the articles. Authors of the various papers (written between 1964 and 1968) are Joan Baratz, Ralph Fasold, Kenneth Goodman, William Labov, Raven McDavid, Roger Shuy, William Stewart, and Walter Wolfram. (MK)

ED 025 762 AL 001 695

Park, Nahm-Sheik

Some Basic Assumptions in Transformational Linguistics.

Pub Date 30 Jun 68

Note—21p.

Journal Cit—Language Research; v4 n1 Jun 30 1968

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Child Language, *Deep Structure, Grammar, Linguistic Competence, Linguistic Performance, Linguistic Theory, Structural Analysis, *Surface Structure, Syntax, *Transformation Generative Grammar, *Transformation Theory (Language)

The discussion throughout this paper is devoted to answering the question: What is the nature of our knowledge of language and what theoretical assumptions does the answer entail for linguistic description? Discussed are—(1) what it means to know a language, (2) the distinction between linguistic competence and performance, (3) justification of the transformational model as the theory of linguistic competence, (4) rule-governed creativity versus simple analogy, (5) underlying and superficial structures, (6) transformational grammar and its organization, (7) the theory of language and the grammar of a language, (8) the language acquisition device and the construction of the theory of language, (9) evaluation measure, and (10) justification of grammars. A short bibliography is appended. (DO)

ED 025 763 AL 001 696

Brannon, John B., Jr.

A Comparison of Syntactic Structures in the Speech of Three- and Four-Year-Old Children.

Pub Date 68

Note—11p.

Available from—Robert Draper Ltd., Kerbihan House, 85 Udney Park Road, Teddington, Middlesex, England (Single copy \$4.40).

Journal Cit—Language and Speech; v11 n3 p171-81

Document Not Available from EDRS.

Descriptors—Child Language, Language Usage, Linguistic Competence, Linguistic Performance, Preschool Children, Psycholinguistics, *Structural Analysis, *Syntax, *Transformations (Language)

A group of three-year-old children was compared to one of four-year-old children on the basis of 26 syntactic transformations on the basis of 60 utterances per child. The older group used significantly more sentence transformations per child and significantly fewer simple active declarative sentences than the younger. Among the older group 10 out of the 26 transformations were more frequently used, suggesting that they were expanding sentences by use of the auxiliary verb "be" and producing many more double base transformations. The results suggest that children seem to mature in linguistic competence by acquiring syntactic rules in this order: phrase structure, simple transformations, generalized transformations. (Author/AMM)

ED 025 764 AL 001 699

Freeman, Robert R., Ed. And Others

Information in the Language Sciences: Proceedings of the Conference Held at Warrenton, Virginia, March 4-6, 1966.

Center for Applied Linguistics, Washington, D.C.

Pub Date 68

Note—247p.

Available from—American Elsevier Publishing Co. Inc., 52 Vanderbilt Ave., New York, N.Y. 10017.

Document Not Available from EDRS.

Descriptors—Bibliographies, Computational Linguistics, Computer Science, Data Processing, *Documentation, Indexing, Information Dissemination, *Information Needs, Information Networks, Information Processing, Information Retrieval, Information Science, *Information Storage, Information Systems, *Information Utilization, Linguistics

This collection of 22 papers from the conference on Information in the Language Sciences held in Warrenton, Va., in 1966, sponsored by the Center for Applied Linguistics, stresses three themes: general trends, information needs of the language sciences, and system design. Discussions attempt to formulate modern rational approaches to the complex information problems in the language sciences. The book includes specific attempts to define the community of language-information users, as well as probes into large-scale information-system planning. Contributors include: Sergio F. Beltran, William Bright, Roger Clark, William A. Creager, Alfred G. Dale, Charles A. Ferguson, Robert R. Freeman, Jean-Claude Gardin, William D. Garvey, Paul L. Garvin, Belver C. Griffith, Joseph E. Grimes, David G. Hays, Laurence B. Heilprin, Mary R. Key, W. K. Lowry, Margaret Mead, Jessica Meltan, Charles Nilon, Howard Lee Nostrand, Alfred Pietrzyk, Louis C. Ray, Glenn E. Roudabush, Lewis Sawin, George L. Trager, Richard M. Watson, and Fred R. Whaley. (MK)

ED 025 765 AL 001 700

Bailey, Richard W., Ed. *Dolezel, Lubomir, Ed. An Annotated Bibliography of Statistical Stylistics*. Michigan Univ., Ann Arbor. Dept. of Slavic Languages and Literature.

Pub Date 68

Note—97p.

Available from—Department of Slavic Languages and Literatures, The University of Michigan, Ann Arbor, Michigan 48104 (\$3.00).

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Bibliographies, Computational Linguistics, Computers, *Documentation, Interdisciplinary Approach, *Language Styles, *Literary Analysis, *Statistical Analysis

Identifiers—Metrics, Poetics, Prosody, *Statistical Stylistics

This bibliography is classified into six categories: (1) the theory of statistical stylistics; (2) stylistic characteristics; (3) poetics, metrics, and prosody; (4) individual styles and the history of literary styles; (5) problems of chronology and disputed authorship; and (6) stylistics and the computer. The main part of the bibliography is prefaced by a short list of general works, collections of essays, and bibliographies devoted to general stylistics that should serve as an introduction to the field. As none of the problems of statistical stylistics is the particular province of scholars of any one country or discipline, the bibliographical entries included represent many countries and fields. (DO)

ED 025 766 AL 001 701

Spalatin, Leonardo

Formal Correspondence and Translation Equivalence in Contrastive Analysis.

Pub Date Mar 69

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Contrastive Linguistics, English, Form Classes (Languages), Serbocroatian, *Translation

In this paper the author contends that no useful results can be obtained if contrastive analysis is confined to formal correspondence: it is not enough to compare languages as to the presence or absence of corresponding systems and as to the similarities or dissimilarities in the distribution of the terms of the contrasted systems. Formal correspondence may have a very low translation probability and therefore be of little value in a contrastive analysis. The author feels that the basis for contrastive analysis should be translation rather than formal correspondence. The translation approach has the added advantage of producing a series of low translation probability equivalents as well as one or more high translation probability equivalents. Together they cover the entire semantic field. As with formal correspondence, translation equivalence will not be of great help to contrastive analysis where the equivalence is practically nonexistent. But one of the advantages of the translation method is that

absence of translation equivalence is much less frequent than absence of formal correspondence. (Author/DO)

ED 025 767 AL 001 703

Arthur, Bradford

Reading Literature and Learning A Second Language.

Pub Date Dec 68

Note—12p.; Revised version of paper in "Workpapers in English as a Second Language," University of Calif., Los Angeles, 1968.

Available from—Language Learning, North University Building, Ann Arbor, Michigan 48104 (\$3.00).

Journal Cit—Language Learning; v18 n3-4 p199-210 Dec 1968

Document Not Available from EDRS.

Descriptors—*English (Second Language), *Language Instruction, *Literature, *Reading, *Reading Skills, Second Language Learning

If literature is to be a useful vehicle for the teaching of second language skills, that literature must first succeed as a literary experience for the student. The failure of literary texts in second language teaching is often the result of a failure to encourage or even to allow students to receive such texts as literature, that is, as a literary experience. Consequently, second language teachers interested in using literature in their classes must be aware of how literature can teach second language skills while, at the same time, retaining its literary value for second language learners. The author provides suggestions concerning the choice of literary text, the non-verbal accompaniment to the text, and the reading environment. (Author/AMM)

ED 025 768 AL 001 704

Michaels, David

Determining with the Definite Article.

Pub Date Dec 68

Note—15p.

Available from—Language Learning, North University Building, Ann Arbor, Michigan 48104 (\$3.00).

Journal Cit—Language Learning; v18 n3-4 p211-25 Dec 1968

Document Not Available from EDRS.

Descriptors—Deep Structure, *Determiners (Languages), *English (Second Language), *Grammar, *Language Instruction, *Structural Analysis, Surface Structure, Teaching Techniques

Identifiers—*Definite Article

A pragmatic approach to the problem of teaching the uses of the definite article in English to students of English as a foreign language is presented. The discussion deals with—(1) the situational context as a determining factor for the definite article; (2) the role of the linguistic context; (3) the determining role of restrictive phrases and clauses in constructions with the definite article and the contrastive nature of similar constructions with the indefinite article; (4) apparently exceptional cases such as nounless noun phrases, unique and generic noun phrases; (5) a text examined in the light of the preceding discussion; (6) some practical suggestions for teaching the definite article; and (7) some implications of analysis in terms of deep and surface structures for teaching English as a second language. (AMM)

ED 025 769 AL 001 705

Yousef, Fathi S.

Cross-Cultural Testing: An Aspect of the Resistance Reaction.

Pub Date Dec 68

Note—8p.

Available from—Language Learning, North University Building, Ann Arbor, Michigan 48104 (\$3.00).

Journal Cit—Language Learning; v18 n3-4 p227-34 Dec 1968

Document Not Available from EDRS.

Descriptors—*American Culture, American Literature, Behavior Patterns, *Cultural Awareness, *Cultural Differences, *Cultural Education, English (Second Language), Foreign Students, Interference (Language Learning), *Testing

Identifiers—*Cross Cultural Testing

This paper is based on a classroom experience that showed the need of teaching American culture before attempting to teach American literature meaningfully to foreigners. The students in this learning situation were the Middle-Eastern

employees of an American organization in the school year 1966-67. The teachers found out the students interpreted literature in terms of their own native culture. Many times, a behavioral pattern had opposite meanings in American and Middle Eastern cultures. Consequently, a course in American culture was taught. In objective quizzes, whenever the questions on American behavioral patterns came directly from the book and were of a general nature, the students did well. But when the questions related to everyday-life situations, the students unconsciously answered according to their own native behavioral patterns. Such answers revealed intense, vehement resistance to the target culture, due to prejudice and mistrust of the foreign behavioral codes. The students' work careers depended on their school records. The answers to quiz questions were reliable. Gradually, the students' responses showed less resistance to the behavioral patterns in the target culture. (Author/AMM)

ED 025 770 AL 001 706

Concerning the Diagnosis and Remedying of Lack of Competence in a Second Language.

Pub Date Dec 68

Note—6p.

Available from—Language Learning, North University Building, Ann Arbor, Michigan 48104 (\$3.00).

Journal Cit—Language Learning; v18 n3-4 p253-58 Dec 1968

Document Not Available from EDRS.

Descriptors—*Bilingual Education, Bilingual Students, Deep Structure, *Diagnostic Tests, *English (Second Language), *Linguistic Competence, Linguistic Performance, Multilingualism, Secondary School Students, *Second Language Learning, Structural Analysis

Identifiers—Afrikaans, *Embedding, Nested Dependencies, Zulu

This article is based on current research being undertaken in an African high school in the Republic of South Africa. The subjects for this research are Zulu-speaking pupils, average age sixteen years, who have received eight years of formal instruction in English. They are being tested in their ninth year of schooling (Standard Seven) when English and Afrikaans are used as the medium of instruction for the first time. Described are some special tests designed to assess the competence of second language learners and to determine which rules of the second language have been internalized. Rules for nested dependencies were used in one set of tests. It was revealed that the students could not handle such nested dependencies in the second language, and exhibited a certain lack of competence in the second language. The author considers that such tests provide a useful diagnostic tool. (AMM)

ED 025 771 AL 001 709

Wilson, Jacques M.P.

Whose American Dream Is It?

Pub Date 68

Note—4p.

Available from—The Florida FL Reporter, 801 NE 177th St., North Miami Beach Fla. 33162 (\$0.25).

Journal Cit—The Florida FL Reporter; v6 n2 Fall 1968

Document Not Available from EDRS.

Descriptors—Acculturation, *Bilingual Education, *Bilingualism, Bilingual Students, Cultural Isolation, Elementary Education, *English (Second Language), Literacy, *Mexican Americans, Socioeconomic Status, Sociolinguistics, Spanish, Spanish Speaking

Identifiers—Title VII Elementary and Secondary Education Act

The author takes issue with an unnamed supervisory educator who opposes bilingual education. Wilson points out that to avoid wasting human resources it is essential that better education be provided for Mexican-Americans in order to cut down the repeating of grades and dropping out by students whose "home language" is not English. Instruction in English as a foreign language is not sufficient. English as the only language of instruction in the first grade is not satisfactory. Balanced bilingual education, using the home language as the medium of instruction in the early grades, achieves normal literacy in two languages and offers superior academic accomplishments. It can improve the social and psychological acculturation of Mexican-American children and help

develop non-English language resources valuable to the U.S. Title VII of the Elementary and Secondary Education Act now provides the opportunity for bilingual education and the author urges that we "not deny the Mexican-American his share of the great American dream." (MK)

ED 025 772 AL 001 710

Anderson, Theodore
Bilingual Elementary Schooling

Note—4p.
Available from—Florida FL Reporter, 801 NE 177th St., North Miami Beach, Florida 33162 (Reprints \$0.25).

Journal Cit—The Florida FL Reporter; v6 n2 Fall 1968

Document Not Available from EDRS.

Descriptors—*Bilingual Education, *Bilingualism, *Bilingual Schools, Child Language, *English (Second Language), Language Development, Language Fluency, Psycholinguistics, Regional Dialects, Second Language Learning, Spanish, *Spanish Speaking, Speech Habits

Identifiers—University of Texas

This paper reports on a study of bilingual education (schooling using both English and Spanish as media of instruction) by staff from the University of Texas and 30 bilingual elementary-school teachers from 13 Texas school systems. There was wide agreement on basic principles of bilingual education: that every child should be educated to his full potential; that he should learn at least one language besides English; that in bilingual areas, fluency and literacy can be achieved in two languages without loss in regular subjects; that both English- and Spanish-speaking children can master common learnings through two languages as well as through one; that learning in the early stages is best achieved through the mother tongue; that reading and writing should be learned first through the mother tongue and only after learning to understand and speak the second language should reading and writing of it be learned. The study points out the appropriateness of various style levels and regional dialects, and suggests a number of goals for bilingual education experiments, among them to explain the nature and role of language in expression of thoughts and personality, and to provide for objective evaluation of experiments and dissemination of conclusions. (MK)

ED 025 773 AL 001 711

Peddie, Dorothy A. And Others
Reference List of Materials for English as a Second Language. Supplement: 1964-1968.

Center for Applied Linguistics, Washington, D.C.
Pub Date 69

Note—207p.

Available from—Publications Section, Center for Applied Linguistics, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036 (\$5.00).

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Applied Linguistics, Contrastive Linguistics, Dictionaries, *English (Second Language), Instructional Aids, *Instructional Materials, Language Instruction, Linguistic Theory, *Reference Materials, Teacher Education, Teaching Methods, Teaching Techniques, Tests, *Textbooks

This annotated bibliography supplements, in one volume, "Reference List of Materials for English as a Second Language, Part 1" (see ED 014 723) and "Reference List of Materials for English as a Second Language, Part 2" (see ED 014 724). Materials are listed under the following categories: (1) Tests—general, pronunciation, grammar and usage, vocabulary, conversation, comprehension and reading skills, composition, handwriting, spelling, specific language backgrounds, specialized fields; (2) American readers; (3) Dictionaries; (4) Tests; (5) Teaching aids; (6) Background—linguistics, the English language, contrastive studies, bibliographies, periodicals; (7) Methodology—language teaching, teaching English, teaching aids; (8) Preparation and Analysis of Materials; (9) Preparation of teachers; (10) Language testing; and (11) Programs in specific geographic areas. An author index concludes the volume. (AMM)

ED 025 774 AL 001 712

An Intermediate-Advanced Level Dutch Refresher Course.
English Language Services, Inc., Washington, D.C.

Spons Agency—Defense Language Institute, Washington, D.C.

Pub Date 61

Note—1,477p.; 8vols.

EDRS Price MF-\$5.50 HC-\$73.95

Descriptors—*Audiolingual Methods, Contrastive Linguistics, *Dutch, *Dutch Culture, *Instructional Materials, *Language Instruction, Military Training, Pattern Drills (Language), Phonology, Reading Skills, *Refresher Courses, Tests, Vocabulary

This refresher course in Dutch consists of eight volumes (Books I-IV, each in two parts). Book I, which begins on the intermediate level, presents the sound system of Dutch with accompanying drills. These provide practice in sound-to-spelling correspondence, and contrastive English-Dutch phonology. Books II and III are comprised of six units of seven lessons each, the units being made up of dialog, substitution drills, and tests. Book IV consists of 25 lessons practicing interrogation and military terminology, and testing comprehension. (AMM)

ED 025 775 AL 001 715

Hayes, Alfred S. Vis, Joan
Language Research in Progress: Report No. 7, January 1969; A Cross-Referenced List of Documented Language Research Projects Current April 1968 - November 1968.

Center for Applied Linguistics, Washington, D.C.
Pub Date Jan 69

Note—45p.

Available from—Language in Education Program, Center for Applied Linguistics, 1717 Massachusetts Ave. NW, Washington, D.C. 20036 (No charge).

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—*Applied Linguistics, Associative Learning, Auditory Discrimination, Auditory Perception, Computational Linguistics, English (Second Language), Grammar, Language Development, *Language Research, Memory, Morphology (Languages), Phonetics, *Psycholinguistics, *Research Projects, Second Language Learning, Semantics, *Sociolinguistics, Speech Pathology, Syntax, Uncommonly Taught Languages, Verbal Communication, Verbal Learning

This document is the seventh report in the Language Research in Progress (LRIP) series, and lists a wide variety of language-related research projects current between April 1968 and November 1968. Research projects terminated in the six months prior to publication are included as well. Approximately 250 projects in the U.S. and abroad are cross-indexed by subject, investigator and institution, and LRIP file numbers. Copies of this report and abstracts of particular projects listed in it are available on request from the Language in Education Program, Center for Applied Linguistics, 1717 Massachusetts Ave. NW, Washington, D.C. 20035. (MK)

ED 025 776 CG 001 479

Kawin, Marjorie R.
A Mental Health Consultation Program for Project Head Start.

American Psychological Association, Washington, D.C.

Pub Date 5 Sep 67

Note—9p.; Speech presented at the American Psychological Association Convention, Washington, D.C., September 1-5, 1967.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Consultation Programs, Demonstration Programs, *Interdisciplinary Approach, *Mental Health Programs, *Preschool Education, Program Evaluation, Resource Staff Role Identifiers—Economic and Youth Opportunities Agency (EYOA), Operation Head Start

The Psychological Center provided a family oriented mental health consultation service to 17 delegate agencies who had contracts with Head Start programs in 1966-67. This paper presents an overview of the services which an interdisciplinary staff of 52 professionals provided to 6,780 families and 1,500 agency staff members. Gerald Caplan's (1964) model, which suggests that consultants are most efficient when they are not staff members, was followed. Each agency was assigned two or three consultants. Specific program areas are discussed as follows: (1) program-centered administrative consultation, where consultants served as resource people in minor policy making areas; (2) consultee-centered administrative consultation, where consultants helped staff to work as a team; (3) consultee and client-

centered consultation, which helped staff members develop adaptive ways of working with children and parents; (4) direct service to children, with formal and informal evaluation and procedures designed to aid staff to provide a therapeutic classroom environment; (5) the impact of children's aides, 23 of whom worked with the most severely disturbed children; and (6) short-term counseling for parents, individually or in groups. The author concludes that the Caplanian model is ideally suited to community action programs since it provides support for inexperienced staff. (NG)

ED 025 777 CG 001 728

Patterson, C.H.
The Selection of Counselors.
Washington Univ., St. Louis, Mo.
Pub Date Jan 67

Note—28p.; Paper presented at the Conference on Research Problems in Counseling, Washington Univ., St. Louis, Missouri, January 10-13, 1967. 728

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Counseling Effectiveness, Counselor Acceptance, *Counselor Attitudes, Counselor Characteristics, *Counselor Evaluation, Evaluation Methods, Measurement Techniques, *Research, Research Methodology, Research Problems

This paper evaluates research on the characteristics and selection of counselors. It also considers the implications of recent developments in counseling theory and practice for the research on counselor characteristics and selection. There has been almost no research on counselor selection as such. The research on characteristics of counselors has been limited to counselors in training, with many studies simply describing the characteristics of groups of counseling students. Other studies comparing more effective with less effective student counselors have failed to define their criterion of effectiveness or failed to determine whether differences existed prior to training. A mediate criterion has been determined for counselor characteristics in the counseling relationship. This criterion is applicable in a standardized manner to counseling interviews and demonstrated related to counseling outcomes. This criterion, consisting of ratings of counselor empathy, congruence, warmth, and concreteness, makes predictive studies possible. It is desirable for predictive studies (1) to be evidently useful, (2) bear a concurrent relationship to the criterion, (3) apply to the applicants' interviews, and (4) be rather easily obtainable. Possible instruments are suggested. (KP)

ED 025 778 CG 001 863

Waeljen, Walter B.
Research from Educational Psychology that has Implications for Elementary School Guidance.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 65

Note—14p.; Paper presented at the Invitational Conference on Elementary School Guidance, U.S. Office of Education, Washington, D.C., March 31-April 2, 1965.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Classroom Environment, Counseling Instructional Programs, *Educational Research, *Elementary School Counselors, *Individual Differences, Learning Motivation, Sex Differences, *Teacher Behavior, Teacher Improvement

Some research and ideas about learning, which are of interest to elementary school counselors, deal with individual differences and classroom environment. Studies find girls markedly superior to boys in language skills, with boys better in analytic thinking and transfer of learning. However, no sex differences in intellect have been found. There are differences in perceptions of self and the school experience, basically more negative for boys than for girls. Teachers respond differently to boys than to girls by differentiating instruction in segregated classes, and by giving higher grades to girls even on comparable achievement. The climate of the classroom affects the maturation of students. Counselors, therefore, can help teachers (1) use individual differences constructively, both in tests and in the classroom experiences; (2) become better diagnosticians in collecting data on intellectual and nonintellectual factors and in keeping useful records; and (3) deal effectively with children ex-

perencing classroom difficulties. To accomplish their goals, the counselor should be nonevaluative and experimental in attitude. (KP)

ED 025 779 CG 002 106

Hurst, James C. And Others
Counselor-Client Diagnostic Agreement and Perceived Outcomes of Counseling: A Progress Report.

American Personnel and Guidance Association, Washington, D.C.

Pub Date Apr 68

Note—12p.; Paper presented at the American Personnel and Guidance Association Convention, Detroit, Michigan, April 7-11, 1968.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Communication (Thought Transfer), *Counseling Effectiveness, *Counselor Acceptance, *Counselor Evaluation, *Counselor Performance, *Educational Diagnosis, Interpersonal Relationship, Prediction, Self Evaluation

Identifiers—Missouri Diagnostic Classification Plan

This study was designed to investigate the effect of congruity of counselor and client diagnoses upon client-perceived success in counseling. The Missouri Diagnostic Classification Plan (MDCP) was used as the basic diagnostic method. Agreement in the 15 categories was related to client-perceived success of counseling. Subjects, all clients at the Oregon State University Counseling Center, were each diagnosed as his case was closed. Responses to follow-up questionnaires, designed for this purpose, were tabulated with demographic information. The strength of the relationship between counselor-client diagnoses and perceived outcomes is demonstrated in both multiple counselor-client agreements and in counselor-client argument-disagreement. The results support the growing evidence that interpersonal sensitivity and openness of communication are vital characteristics of successful counselors. (KP)

ED 025 780 CG 002 202

Barrick, Marilyn C. Creveling, Patricia
Similarities and Differences of Marathon and Ongoing Strength Groups.

American Personnel and Guidance Association, Washington, D.C.

Pub Date 8 Apr 68

Note—14p.; Paper presented at the American Personnel and Guidance Association Convention, Detroit, Michigan, April 7-11, 1968.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Experimental Groups, Group Behavior, Group Dynamics, *Group Experience, Individual Development, Interpersonal Relationship, *Self Actualization, *Self Evaluation, *Sensitivity Training

Marathon groups offer individuals an opportunity to engage in intensified, authentic personal encounter with each other in a small group setting, usually with 10-15 persons in a group. This is a report of tentative findings at the Student Life Center, University of Colorado. There were three matched groups, each with nine sophomores. The first (on-going) group met one and one-half hours each week for eight weeks. The second group met 12 hours over a weekend (marathon group). The third group served as a control. The two co-leaders functioned in both encounter groups. Both groups went through similar dynamic phases, and were characterized by honest and satisfying patterns of relating, self-exploration, and self-disclosure. The marathon group was felt by members to be the more rewarding experience. Data (reflected by a measure of increased feeling of internal control over the pattern of one's reinforcements) suggest that on-going group members became slightly more internalizing, while the marathon group became somewhat less internalizing. Future research, using the marathon in a variety of ways, will build in questions dealing with the individual within the dynamic interpersonal encounter. (KP)

ED 025 781 CG 002 334

Goldstein, Harris K.
Identifying and Maximizing Research Learning Potentials for Social Work Students. Tulane Studies in Social Welfare.

Tulane Univ. of Louisiana, New Orleans. School of Social Work.

Pub Date Oct 67

Note—100p.

EDRS Price MF-\$0.50 HC-\$5.10

Descriptors—*Graduate Students, *Graduate Study, *Pilot Projects, *Research Skills, *Social Work, Social Workers, Student Research

A pilot project sought to learn how, at the time of admission, graduate schools of social work can begin to identify levels of potential and flair for, and interest in, doing research. Data of 353 students were obtained before these students had any classroom training in research. Data on 263 students were obtained after the course was completed. The training plan exploited a number of naturally occurring differences among the five schools that influenced student learning. These included such factors as the relative emphasis on various aspects of content, differences in methods of teaching, and in learning experiences, variations in methods of evaluating learning achieved, the time and place of research in the curriculum, and teacher characteristics. Data on the objectives, methods of teaching research, course content, and other details were obtained. Student characteristics and biographical data were also obtained. An instrument, the "Measurement of Attitudes and Research Knowledge" (MARK), assessed student attitude to, and knowledge of, research prior to the course and subsequent to its completion. Students also evaluated the teaching. The study found that various levels of potential for learning research can be identified, and learning achieved by students can be predicted. (Author/EK)

ED 025 782 CG 002 497

Chickering, Arthur W.
Campus Climate and Development Studies, Their Implications for Four Year Church Related Colleges.

Council for the Advancement of Small Colleges, Washington, D.C.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Jun 67

Note—55p.; Given at a workshop, Wheeling College, West Virginia, June 1967.

EDRS Price MF-\$0.25 HC-\$2.85

Descriptors—*Church Related Colleges, *College Environment, *Personal Growth, *Student College Relationship, *Student Development

This paper emphasizes the college role in student development in areas other than intellectual competence. Autonomy, identity, and interpersonal relationships should be main concerns of the college. The campus environment can directly affect student development through the curriculum, residence halls, evaluation methods, and student-faculty interaction. The author proposes ways in which the above can be used to promote healthier student development. (NS)

ED 025 783 CG 002 759

Family Life Education. A Guide to a Curriculum. Metropolitan Effort Toward Regional Opportunity, Wethersfield, Conn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Dec 67

Note—51p.

EDRS Price MF-\$0.50 HC-\$2.65

Descriptors—*Curriculum Guides, *Elementary Schools, Emotional Development, *Family Life Education, Physical Development, *Secondary Schools, *Sex Education, Social Development

This guide to a curriculum for Family Life Education (including sex education) for grades kindergarten through 12 was the direct outgrowth of a summer Curriculum Writing Workshop. The project was funded under Title III of the Elementary and Secondary School Act. Teachers and counselors compiled the guide so that it could be adapted by a school system or an individual school to meet the particular needs of its students and capitalize on the talents of its staff. Emphasis is placed upon a sequential program culminating in a Specific Family Life Education Course in grade 12. Included is an integrated set of objectives, concepts, and materials, which cover emotional, physical, and social growth and development. (NG)

ED 025 784 CG 002 970

Barnes, Don
Teaching Strategies for the Clarification of Values. Guidelines Paper VI.

Northview Public Schools, Grand Rapids, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jan 68

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Decision Making, Developmental Tasks, *Ethical Values, *Moral Values, *Personal Values, Student Attitudes, *Student Development, Teacher Attitudes, *Teaching Guides, Teaching Techniques

The term "values" is defined in various ways. Values are important because the decisions one makes in life, influenced by one's values, largely determine the quality of experiences, the depth of understanding, and one's contribution to humanity. The child comes into the school system with certain "ego virtues" which form the basic ingredients out of which value systems develop. The five psychological dimensions of value change which are important in dealing with children are explained. Debate continues over whether particular values should be consciously and systematically emphasized. Guidelines are given for handling controversial issues, and the responsibilities of the teacher are delineated. Effective teachers provide varied experiences and encourage students to develop their own conclusions. Important emphases in the study of values are (1) building self-appreciation, (2) working with parents and community, (3) finding models, (4) using generalizations to stimulate discussion, (5) examining issues, (6) building on interests, (7) introducing children to life's paradoxes, and (8) determining personal goals and their symbolic representations. These emphases are discussed with supporting classroom activities. (KP)

ED 025 785 CG 003 012

Lenning, Oscar And Others
Student Educational Growth During the First Two Years of College.

American Educational Research Association, Washington, D.C.

Pub Date 7 Feb 68

Note—18p.; Paper presented annual meeting of the American Educational Research Association, Chicago, Illinois, February 7, 1968.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Academic Achievement, *Achievement Rating, *Achievement Tests, *College Students, *Comparative Analysis, *Student Development

Identifiers—American College Tests, School and College Ability Tests, Sequential Tests of Educational Progress

This study is concerned with educational growth during the first two years of college, as measured by the American College Testing Program. Students from five colleges were pretested during the senior year of high school and post-tested after the sophomore year of college. Factor analysis and t-tests showed general gains in the four subtests: mathematics, English, natural sciences, and social studies. Sex differences in gain patterns occurred. Institutional differences influenced growth in specific subjects. The educational growth of a student was unrelated to his major. Both initially high and low scoring students regressed the mean on the re-test. A study of the students in one college on the following aspects is also reported: (1) the effect of taking a specific college course, (2) the influence of a student's major, (3) the gain at the end of the freshman year, and (4) the results of the Sequential Tests of Educational Progress and the School and College Ability Tests. The total study is considered preliminary due to problems such as regression, ceiling, content, and reliability effects. (NG)

ED 025 786 CG 003 023

Career Guidance. A Report of the Subcommittee on Career Guidance of the Committee on Specialized Personnel.

Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Jun 67

Note—107p.

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors—Career Planning, Counseling Effectiveness, Counseling Programs, *Manpower Development, *Occupational Guidance, *Occupational Information, *Vocational Counseling, Vocational Development

The Committee on Specialized Personnel of the U.S. Department of Labor, created a Subcommittee on Career Guidance to explore problems, needs, and opportunities in guidance as these relate to the development and utilization of individuals who contribute to our society through their specialized competencies. The goals of the subcommittee have been to explore relevant facts and informed opinions, to formulate recommen-

dations for action, and to stimulate dialogue from which choices for policies and programs must continually derive. The report of the subcommittee is divided into several sections: (1) the nature of our concern, (2) the challenge to guidance, (3) counselors in the guidance process, (4) improving guidance practice, and (5) making the world of work more meaningful. (BP)

ED 025 787 CG 003 026
Weiss, David J.

Computer-Assisted Synthesis of Psychometric Data in Vocational Counseling.
American Psychological Association, Washington, D.C.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date 31 Aug 68

Note—12p.; Paper presented at the American Psychological Association Convention, San Francisco, California, August 30 through September 3, 1968.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Career Planning, *Computer Oriented Programs, Computers, Computer Science, Individual Characteristics, Information Processing, *Occupational Guidance, *Occupational Information, *Personality Assessment, *Vocational Counseling

This paper proposes computer assistance in the synthesis operation of vocational counseling. The goal of vocational counseling is to match the client with a vocation in which he will be both satisfied and satisfactory. The computer would, through its rapid scanning and computation, produce probabilities of satisfactoriness based on (1) the individual's unique pattern of vocational abilities, and (2) individual differences in ability requirements of various occupational environments. Probabilities of satisfaction would be based on (1) the individual's vocational needs, and (2) information on the reinforcer characteristics of various occupational environments. These four lists of potential jobs would result: those in which the client would be (1) satisfied and satisfactory, (2) satisfied and unsatisfactory, suggesting training, (3) unsatisfied but satisfactory, and (4) unsatisfied and unsatisfactory. The computer could also be used in individualizing assessment techniques which provide the banks of data on which the probabilities are constructed. The advantages would be time saving, increased motivation, simultaneous prediction, clarification of reliability, and the greater amount of information at the counselor's disposal. (BP)

ED 025 788 CG 003 078

Mearge, Edwin L. Rosenquist, Carl M.
A Comparison of Delinquent and Nondelinquent Anglo-Americans, Mexican-Americans, and Mexican Nationals.

American Psychological Association, Washington, D.C.

Pub Date 1 Sep 68

Note—14p.; Speech presented at the American Psychological Association Convention, San Francisco, California, August 30 through September 3, 1968.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Cultural Factors, *Delinquency Causes, *Delinquent Identification, *Delinquents, *Ethnic Groups, Family Attitudes, Family Environment, Mexican Americans, One Parent Family, Parent Role

Some 50 adjudicated male delinquents, aged 12-17, and 50 nondelinquent comparison subjects from the same lower class neighborhoods were selected from each of three cultural groups: (1) Mexican nationals, (2) Mexican-Americans, and (3) Anglo-Americans. Sociological and demographic data were collected. A standard psychological test battery, including measures of intelligence and objective and projective personality tests devised for this cross-cultural, cross-national study, was administered to each subject. Each boy was also examined by a doctor. The delinquents were found to be more antagonistic toward authorities and had a more negative world view. On the question of values, there were broad areas of agreement between delinquent and nondelinquent groups. Some differences were found in the area of achievement. Highly significant differences in diastolic blood pressure may indicate differentiating patterns of autonomic reactivity to stress. Families of the delinquents were perceived to be less cohesive, more hostile and rejecting, and overly strict, with some deviant or

antisocial values. The delinquents' lower achievement motivation may suggest a familial transmission of attitudes toward school. The finding that the same basic factors differentiate delinquents from nondelinquents in all three samples has important theoretical and practical implications. (IM)

ED 025 789 CG 003 079

Murphy, George M.
One Down, Two to Go!

Cooperative Educational Services Center, Winsted, Conn.; Winchester Board of Education, Winsted, Conn.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 30 Jun 67

Grant—OEG-1-7-662098-0099

Note—109p.

EDRS Price MF-\$0.50 HC-\$5.55

Descriptors—Behavior Problems, *Cooperative Programs, Program Descriptions, School Community Cooperation, *Shared Services, *Student Behavior, *Student Personnel Services, Underachievers

With funds from the Elementary and Secondary Education Act of 1965 (ESEA Title III), the Cooperative Educational Services Center of Winsted, Connecticut is seeking to (1) initiate a pupil services team-work approach, and (2) provide an opportunity for greater teacher-awareness of the significance of the behavior of children. Complete statistical data, narrative reports, and an evaluation of the project are included. (KP)

ED 025 790 CG 003 149

Witmer, J. M.
A Rationale for Guidance in the Elementary School.

Pub Date Jul 68

Note—27p.; Paper presented at an Elementary Guidance Workshop, Myrtle Beach, South Carolina, June 1968.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Educational Guidance, *Elementary School Counseling, *Elementary School Guidance, *Guidance Programs, Guidance Services

The growth of guidance programs in elementary schools has been rapid in recent years as industrialization, urbanization, population growth and mobility, and occupational specialization have called for individualized education beginning in the early years. This paper discusses (a) the relationship of elementary guidance to instruction, with guidance as a point of view and a process, and (b) guidance functions. The need for elementary guidance is based philosophically on commitment to the individual, valuation of the search for meaning, freedom to grow, and opportunity for optimal development. Psychologically, it is based on concern for individual differences, shared developmental needs, exceptional needs, learning difficulties, and behavior and adjustment problems. Relevant social conditions are concern for the culturally disadvantaged, dropouts and unemployment problems, crime and delinquency, and the mental health movement. The expanding body of research supporting the need for a planned elementary guidance program is summarized. Discussion turns to the development of such a guidance program, proposing rationale and strategies, and emphasizing a team approach. (BP)

ED 025 791 CG 003 154

Counseling the Adult Student. Adult Student Personnel Association Inc. Convention Proceedings. Sixth Annual Convention.

Adult Student Personnel Association, Inc.

Pub Date Mar 68

Note—92p.; Convention proceedings of the Sixth Annual Convention of the Adult Student Personnel Association, Inc., Monticello, N.Y., March 1-3, 1968.

EDRS Price MF-\$0.50 HC-\$4.70

Descriptors—*Adult Counseling, *Adult Education, Adult Programs, *Adult Students, *Counseling Services, Evening Classes, *Student Personnel Services, Student Problems

The theme of this convention was counseling the adult student. Jerrold I. Hirsch, the convention chairman, introduced the theme, and presented briefly a report of a six-year study on higher adult education calling for further expansion of existing educational opportunities for adults. Robert Moseley summarized the extent of

student personnel services presently available to evening students. The keynote address was presented by Alan B. Knox, who discussed interrelationships between counseling and program development for the adult student. Kathryn S. Randolph concerned herself with the nature of the adult student, who he is and his special problems. Goldie R. Kaback presented two papers, one discussing problems and procedures in training counselors for adults, and the second, exploring implications for counseling adults. Peter Meyer addressed himself to the ideas and challenges involved in counseling adult students. (BP)

ED 025 792 CG 003 161

PTaschnik, Jeffrey
Social Development Program. 1967 Report.
Pittsburgh Public Schools, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—Academic Performance, Elementary School Students, *Group Counseling, Junior High School Students, *Negro Students, *Self Concept, Social Adjustment, *Socially Disadvantaged, *Socially Maladjusted

The Social Development Program was originated under Title I to aid socially maladjusted students, particularly disadvantaged Negro students, to adjust socially and academically. Group dynamics were used to influence the self-concepts of sixth and seventh graders from five participating schools. This report states the formal definition of the program and outlines the objectives, antecedents, and processes. It also presents the results of a seven-month evaluation of the program. The results indicate the program is generally compatible with the total school system. However, more permanent quarters are needed. More financial support would assure continuity of leadership. A redefinition of student selection criteria is recommended, as is the employment of a more fully qualified staff. A more specific program definition of counseling, better utilization of resource materials, and better feedback from group leaders are also recommended. Further evaluation of the program will depend on a more specific formal definition. (NG)

ED 025 793 CG 003 165

Sex Education and the New Morality. A Search for a Meaningful Social Ethic.

Child Study Association of America, Inc., New York, N.Y.

Pub Date 67

Note—90p.; Proceedings of 42nd Annual Conference, Child Study Association of America, Inc., March 7, 1966.

Available from—Child Study Association of America, 9 East 89th Street, New York, New York 10028.

Document Not Available from EDRS.

Descriptors—Adolescence, Child Development, Conference Reports, Moral Issues, *Moral Values, Self Concept, *Sex (Characteristics), *Sex Education, Social Influences, *Social Values

The 1966 conference of The Child Study Association of America was devoted to the subject of sexual behavior, sex education, and social ethics. Discussions and questions focused on sexuality and its relationship to personal identity, the impact of social forces on the development of sexual attitudes and behavior today, and how young people themselves feel about these matters. The conference papers focus on (1) sexuality and its implications for personal identity and fulfillment, (2) social pressures and sexual behavior, (3) the search for a meaningful sexual ethic, (4) the arts and the sexual image, and (5) the issues for parents. (Author/KP)

ED 025 794 CG 003 378

Whipple, Charles M.
Remedial Attitudinal Therapy in the Reformatory Classroom.

Oklahoma State Reformatory, Granite.

Pub Date [68]

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Bibliotherapy, *Biology Instruction, *Correctional Education, *Corrective Institutions, *Personality Assessment, Prisoners, Statistical Analysis

To determine if a link exists between academic progress and the correctional process in the reformatory classroom, this study considers the effect of bibliotherapy on the academic achievement and the personality of inmates of the Oklahoma State Reformatory enrolled in a biology course for a total of four, 10-week semesters. Because classes were organized according to inmates' work schedules, groups had to be established by statistical comparison. Chi-square and t-tests were applied to the results of the California Test of Mental Maturity, the Nelson Biology Test (NBT) and the Minnesota Multiphasic Personality Inventory (MMPI). It was found that the eight initial groups were equal, and they were therefore combined into two groups, experimental and control. Both groups received Lecture-Demonstration-Laboratory instruction three hours a day. The experimental groups spent one hour a day discussing mental hygiene and personal problems. Bibliotherapy stresses the textbook, with general reading of predominantly psychiatric-sociological articles and books. Discussion and modified role playing as well as other resources were also integrated into class work. Alternate forms of the source tests administered earlier were given at the conclusion of the program. It was found that the difference in mean gains, for biological knowledge, was in favor of the experimental group. (NG)

ED 025 795 CG 003 386

Kamens, David H.
Social Class, College Contexts, and Educational Attainment: Social Class and College Dropout.
Northeastern Univ., Boston, Mass.
Pub Date [67]
Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Academic Achievement, Academic Failure, *Aspiration, College Choice, *College Students, Dropouts, *Social Class, *Socioeconomic Status

This paper develops two models of the effects of social class on educational attainment. A large body of research has documented the positive relationship between social class and educational attainment. However, research has shown that there is no relationship between graduation from the first college attended and social class. Data to test these arguments is based on interviews with 1,665 freshmen at a sample of 99 American colleges. In the first model, academic achievement is viewed as an important allocation device to occupational roles. Because of their higher occupational aspirations, we hypothesize that students from high socio-economic status (SES) backgrounds will be more adversely affected by low grades than low SES students. The data provide tentative support for this argument. In the second model, "college quality was seen as important for the allocation of students to occupational roles. Because ability and social class are positively related, students from high SES background are more likely to attend higher quality colleges. They in turn, have lower dropout rates than lower quality institutions, independent of students' individual social class. Data is presented that supports this argument. These arguments are integrated into a single set of propositions that link the effects of class based aspirations and those of differential institutional selection. (Author)

ED 025 796 CG 003 389

Yunker, John A.
Small Group Counseling: A Potential Means of Confronting Adjustment Problems in the Lower Elementary School.

Chicago Univ., Ill. Dept. of Guidance and Counseling Services.
Pub Date Oct 68
Note—89p.

EDRS Price MF-\$0.50 HC-\$4.55

Descriptors—*Elementary School Counseling, Elementary School Counselors, *Group Counseling, *Literature Reviews, *Personal Adjustment, Primary Grades

This paper reviews the literature relating to small group counseling in the lower elementary school setting, to help children improve human relations and adjust socially. Discussed are: (1) the importance of early childhood education, (2) the role of guidance in early education, (3) the use of groups in elementary school guidance, (4) group counseling and group therapy literature, (5) influences which determine the success of the

counseling or therapy group, and (6) outcomes and benefits attained from group counseling and group therapy. The author also proposes a program of group counseling for the early primary grades. A comprehensive bibliography is included. (NS)

ED 025 797 CG 003 397

Altbach, Philip G.
Student Politics and Higher Education in the United States: A Select Bibliography.

Harvard Univ., Cambridge, Mass. Center for International Affairs; United Ministries in Higher Education, St. Louis, Mo.
Pub Date Jul 68

Note—94p.
Available from—UMHE Publications, P.O. Box 7286, St. Louis, Missouri 63177 (\$2.00 plus postage).

Document Not Available from EDRS.

Descriptors—*Activism, *Bibliographies, Civil Rights, *College Students, Student Alienation, *Student Attitudes, Student Interests, Student Organizations, Student Participation

A bibliographic compilation on student activism and higher education is preceded by two introductory essays dealing with (1) student activism as an American phenomenon, and (2) academic reaction to the growth of violent student movements on university campuses. Included in the bibliography are readings in the following areas: (1) overviews on campus activism, (2) American university in society, (3) sociological aspects of student activism, (4) psychological aspects of student activism, (5) the radical student, (6) civil rights movement, (7) other student organizations and movements, and (8) past and present non-political aspects of student life. This volume is a companion to another work focusing on student activism outside the United States (Philip G. Altbach, A Select Bibliography on Students, Politics and Higher Education. Cambridge, Mass.: Harvard Center for International Affairs, 1967). (CJ)

ED 025 798 CG 003 451

Zober, Edith

A Demonstration of Reorientation of Illegitimately Pregnant Teenage Girls Living in Rural Areas.

Iowa Childrens Home Society, Des Moines.
Spons Agency—Welfare Administration (DHEW), Washington, D.C. Children's Bureau.

Pub Date 14 Jun 67
Note—42p.
EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—*Community Programs, *Continuation Education, Continuation High Schools, *Continuation Students, *Illegitimate Births, Teenagers, *Unwed Mothers

The aim of the project was to demonstrate a deliberate effort to reach illegitimately pregnant teenage girls, using the period before and after birth to help the girl achieve a future pattern of behavior that would meet her needs constructively. The period before the birth of the baby was used to reduce immediate life pressures, to provide a period of nurturing, and to plan educational, medical, and social services. After delivery, the girl was helped to carry out a plan for herself which included appropriate services. A second goal of the project emerged, the re-orientation of the community. (KP)

ED 025 799 CG 003 452

Newton, M. R. Brown, Racine D.
A Preventive Approach to Developmental Problems in School Children.

South Carolina State Dept. of Mental Health, Columbia; Sumter School District Number 17, S.C.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 67
Note—32p.; Manuscript appears as Chapter 21 in Bower, Eli M. and Hollister, William G. (Eds.) Behavioral Science Frontiers in Education. Available from—John Wiley and Sons, Inc., New York, New York

Document Not Available from EDRS.

Descriptors—Behavior Problems, Child Development, Environmental Influences, *Intervention, Maladjustment, Mental Health Programs, *Models, *Stress Variables, *Student Adjustment, *Student School Relationship

The aim of this project was to use and evaluate inaction, amelioration, consultation, focused education, mobilization of existing strengths, and

strategic deployment of treatment at the point of crisis or potential stress. Focusing on school entry, the project attempted to identify variables of "life crisis" and determine empirically those interventions which facilitate optimal adjustment to the transition from home to school. Both group intervention and single case intervention were used. Tentative findings (a) support the contribution of mental health teams in assessing children with potential maladjustment, (b) recognize the dynamic place of the school in the life of the child, and (c) find the "crisis model" an effective concept for intervention. The general implications are: (1) exposure to stress develops maturity; (2) stress is better managed than treated; and (3) spontaneous behavior in natural stress situations may have more learning significance than conventional treatment. (KP)

ED 025 800 CG 003 456

Los Angeles Unified School District ESEA Title I Components—Evaluation Reports. Division of Secondary Education.

Los Angeles City Board of Education, Calif. Research and Development Section.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 30 Sep 68

Note—643p.

EDRS Price MF-\$2.50 HC-\$32.35

Descriptors—*Achievement, Communication Skills, *Counseling, Cultural Enrichment, *Fine Arts, *Instructional Materials, Pilot Projects, *Program Evaluation, Reading Achievement, Secondary Education, Student Attitudes

This volume contains evaluation reports for 1967-68 secondary-school activities in the Los Angeles Unified School District, funded under Title I of the Elementary and Secondary Education Act (ESEA). Included are all activities which continued through the school year or extended into the 1968 summer session. Some 32 activities were carried out in four major areas of learning: achievement, including reading and other communication skills; counseling, including attitude and self-image improvement; fine arts, including cultural enrichment through music and art; and instructional materials, including the development of new materials for pupils with special learning needs. (BP)

ED 025 801 CG 003 457

Los Angeles Unified School District ESEA Title I Components—Summer 1968. Evaluation Reports.

Los Angeles City Board of Education, Calif. Research and Development Section.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 21 Oct 68

Note—333p.

EDRS Price MF-\$1.25 HC-\$16.75

Descriptors—Administrator Qualifications, Bilingual Students, Cooperative Programs, Curriculum Development, Enrichment Activities, *Human Relations Programs, Inservice Education, *Instructional Improvement, *Program Evaluation, Student Motivation

This volume contains evaluation reports of programs implemented primarily during the summer of 1968, in the Los Angeles Unified School District, funded through Title I of the Elementary and Secondary Education Act. Elementary level programs concentrated on educational enrichment, the development of staff in the areas of human relations and instructional techniques, and the development of new curriculum materials. Programs at the secondary level emphasized instruction, curriculum, and counseling workshops, an incentive program for students with foreign language backgrounds, and a pilot administration-training component. Special education efforts were focused on experimentation and development of the assessment-service center concept. Supportive services efforts were directed toward neglected and delinquent youngsters housed in institutions, multicultural leadership camp programs, and the strengthening of school-community relations through conversational Spanish workshops, a human relations workshop, teacher training in the coordination of volunteer services, and a guide for education aides. (Author/BP)

ED 025 802 CG 003 458

Los Angeles Unified School District ESEA Title I Components—Evaluation Reports. Division of Elementary Education.

Los Angeles City Board of Education, Calif.
Research and Development Section.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 30 Sep 68
Note—182p.

EDRS Price MF-\$0.75 HC-\$9.20

Descriptors—*Disadvantaged Youth, *Elementary Education, *Language Arts, Pilot Projects, *Preschool Education, *Program Evaluation

This volume contains evaluation reports of 1967-68 elementary school activities in the Los Angeles Unified School District, funded under Title I of the Elementary and Secondary Education Act. Included are all components which continued throughout the school year or were extended into the 1968 summer session. Elementary level activities, serving disadvantaged public and nonpublic school pupils, focused on three areas, two of which are evaluated here: English language Arts, and Prekindergarten. The evaluation forms and instruments used for data collection are appended. (BP)

ED 025 803 24 CG 003 461

Schellenberg, James A. Wright, Mary U.

A Study of Children's Conceptions of Social Behavior (An Investigation of Interpersonal Reaction Development in Young Children). Final Report.

Western Michigan Univ., Kalamazoo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-E-075

Pub Date May 68

Grant—OEG-3-7-070075-3017

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Age Differences, *Childhood Attitudes, *Concept Formation, *Developmental Psychology, Individual Development, *Interpersonal Relationship, *Perceptual Development, Research

This study attempted to discover the characteristics of the developmental process whereby children follow a sequential pattern in their understanding of social relationships. A questionnaire was administered describing several simple dyadic situations in terms of one person helping or hurting another. The respondents were to indicate whether the second actor was likely to help, hurt, or show avoidance in response. To point out changes in conceptions, a comparison of collaborative and disengaging responses for each sex and age group was made. There were few evidences of significant changes with age, attributed in part to the extreme simplicity of the questionnaire. There is also the possibility that basic forms of interpersonal perception are not so susceptible to orderly patterns of change (NG)

ED 025 804 24 CG 003 462

Schoenfeldt, Lyle F. Cooley, William W.

Data Archives as Resources for Research, Instruction, and Policy Planning: The Project Talent Data Bank.

American Institutes for Research, Pittsburgh, Pa.; Pittsburgh Univ., Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0606

Pub Date [68]

Contract—OEC-5-10-065

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Computer Science, *Data Processing, Higher Education, Information Processing, *Information Storage, Instruction, Policy Formation, Research Tools, Secondary Education

This paper describes the advances in storing and accessing large resources of data as well as possibilities for utilizing these archives in research, instruction, and policy planning. Particular reference is made to the Project TALENT Data Bank. Project TALENT is described briefly. A section summarizes the state of computer technology with respect to the application of computers to data archives and higher education. Other data archives are described which are available to behavioral, social, and educational researchers. The advantages in using the holdings of a data bank are noted. The operations of the Project TALENT Data Bank are described in three areas: research, instruction, and the planning of social policy. (BP)

ED 025 805

CG 003 464

General Order on Judicial Standards of Procedure and Substance in Review of Student Discipline in Tax Supported Institutions of Higher Education.

District Court, Kansas City. Western District of Missouri.

Pub Date [68]

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Discipline Policy, *Federal Court Litigation, Federal State Relationship, *Higher Education, *Legal Responsibility, *Student College Relationship

Judicial standards of procedure and substance are presented to encourage consistency in the United States District Court for the Western District of Missouri, in cases of student discipline in tax supported institutions of higher learning. The relationship between education and the courts is discussed, concluding that only where erroneous and unwise actions in the field of education deprive students of federally protected rights or privileges does a federal court have power to intervene in the educational process. The 16 lawful missions of tax supported higher education are summarized. The obligations of the student are discussed with respect to these missions, concluding that no student may, without liability to lawful discipline, intentionally act to impair or prevent the accomplishment of any lawful mission, process, or function of an educational institution. Student discipline is considered a part of the teaching process, and not comparable to criminal law processes. The procedural and jurisdictional standards stated apply to (1) jurisdiction, (2) nature of action, (3) the question of exhaustion of remedies, (4) right to jury trial, (5) trial of equitable actions, and (6) the question of mootness. Provisional substantive standards in student discipline cases under Section 1938, Title 42, are discussed. (BP)

ED 025 806

CG 003 468

Todd, Frances R. And Others

Comprehensive Pupil Services for all Children.

Allegheny County Schools, Pittsburgh, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 31 Aug 68

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—*Demonstration Programs, *Mental Health Programs, *Program Evaluation, *Psychoeducational Processes, Psychological Services, *Student Personnel Services, Student Teacher Relationship, Teacher Seminars

The designers of this project attempted to bring together the expertise of both educational and mental health disciplines into a method which maximizes the coping potential of school children. Instruments used in evaluating its effects included the Michigan Rating Scale for Pupil Adjustment, the Minnesota Teacher Attitude Inventory, an autobiographical questionnaire, a clinical assessment guide, a case load analysis, a statistical report, and a terminal questionnaire. The first year of this program has produced (a) changes in students with behaviorally based learning problems, (b) changes in the attitudes and practices of school personnel toward such students, (c) better coordination between school and community on mental health matters, and (d) increased administrative support of expanded pupil services. (KP)

ED 025 807

CG 003 469

Zimpher, David G. And Others

A Comparison of Approaches to Group Counseling.

American Personnel and Guidance Association, Washington, D.C.

Pub Date Mar 67

Note—18p.; A panel presentation at the American Personnel and Guidance Association Convention, Dallas, Texas, March 1967.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Communication Skills, *Counselor Role, *Group Counseling, Group Dynamics, Self Concept

This panel is based on the assumptions that: (1) group counseling has a valuable contribution to make, (2) group counseling is feasible in terms of time and space at local institutions, (3) group counseling is particularly concerned with affective material, and (4) group counseling probably

cannot be conducted effectively in groups as large as 30. Alan Anderson presents a group dynamics framework in which he discusses what is expected of group members, primary growth influences, composition and duration of groups, and primary group counselor concerns. Ann Abbey relates group counseling to gregariousness and communication needs in human nature, and proposes methods of implementing group work in existing educational situations. Stanley Caplan interprets group counselor style as the impact of the counselor's behavior on group members. Benjamin Cohn discusses techniques and concerns of counseling with groups of children, primarily from grades four to 10, with the major stress on teaching honest feedback, sensitivity to others, and practicing these in everyday communication. Walter Lifton is concerned both with the question of honesty in eliciting conformity as a result of the counseling process and with openness of communication. Merle Ohlsen discusses client participation, in both the group process and in life. (BP)

ED 025 808

CG 003 470

Gordon, Leonard V.

School Environment Preference Schedule—Sepa.

State Univ. of New York, Albany.

Pub Date [68]

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Individual Characteristics, *Personality Tests, *Psychological Tests, School Environment, Student Attitudes, *Student Characteristics, *Student School Relationship, Test Validity

Identifiers—School Environment Preference Schedule (SEPS)

The School Environment Preference Schedule (SEPS) measures, at the junior- and senior-high school level, "bureaucratic orientation," which is measured, at the adult level, by the Work Environment Preference Schedule (WEPS) of the same author. High scores typify the student who accepts and defers to authority, who prefers specific rules and guidelines, does not question expert judgment, and who seeks security in institutional and in-group identification. Scoring is on a Likert-type scale giving two points for "Strongly Agree" or "Agree," one point for "Undecided" or "Disagree," and zero points for "Strongly Disagree." The subconstructs measured are: self-subordination, uncriticalness, impersonalization, rule conformity, and traditionalism. Validation studies were conducted on American, Japanese, and Indian student samples. (BP)

ED 025 809

CG 003 471

Rosen, Julius

Job Values of Educationally Disadvantaged Students.

City Univ. of New York, N.Y. City Coll.

Pub Date 68

Note—68p.

Available from—Associated Educational Services Corporation, Simon and Schuster, Inc., 630 Fifth Avenue, New York, New York 10020.

Document Not Available from EDRS.

Descriptors—*Disadvantaged Youth, Group Norms, *Occupational Aspiration, *Secondary Education, *Values, Vocational Adjustment, Vocational Education

A Job Values Inventory and a Job Values Ranking Scale were developed to explore the work values of educationally disadvantaged youth. Subjects were 100, 12th-grade students enrolled in a summer, day high-school of the New York City Board of Education. The sample was classified as educationally disadvantaged because students were repeating subjects, behind grade levels, possibly unable to graduate on time, and below average in reading ability. The Job Values Scale is a five-point Likert-type scale on which high-rigid or low-rigid vocational values systems are indicated. The Job Values Ranking Scale consists of seven items to be ranked in order of importance. Results show a need for separate scales for men and women, and indicate some vocational value models contradictory to the accepted model of the educationally deprived individual as one who seeks immediate gratification. Middle class values of creativity and excitement, for instance, are chosen by both high and low rigid scorers in the deprived sample. The value of basing educational-occupational programs on either the educationally deprived or the middle class model alone is questioned in light of the observed

communalities and discrepancies between these models. (BP)

ED 025 810 CG 003 529

Lodato, Francis And Others
Final Report on an Independent Study Program for the Academically Able.
Manhattan Coll., Bronx, N.Y.
Spons Agency—New York State Education Dept., Albany.
Pub Date 30 Aug 68
Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—*Academic Achievement, *Independent Study, Individualized Curriculum, *Individual Reading, *Individual Study, Secondary School Students, Student Grouping, Student Projects, *Superior Students

Released time from classes for independent study by academically able high-school juniors and seniors is evaluated here after a four-year study. Concern was centered on the effects of this program on high school functioning and, later, on college records. Major hypotheses of the study were that: (1) independent reading groups would show greater gains in school satisfaction, study habits, and library skills; (2) certain cognitive and affective measures would not be useful in predicting success in independent study; and (3) achievement in areas other than the independently studied areas would differ little from that of control groups. These hypotheses were largely supported. Absences from class had no adverse effects, and trends indicated favorable effects of independent study. Significantly more experimental students chose majors in their freshman year in college than did matched controls. Tendencies that did not reach statistical significance favored experimental groups in other areas of the college investigation as well. (BP)

ED 025 811 CG 003 530

Ability Grouping.
National Education Association, Washington, D.C. Research Div.
Pub Date 68
Note—52p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 #434-22814 (\$1.00).

Document Not Available from EDRS.

Descriptors—*Ability, *Ability Grouping, Ability Identification, Achievement, *Educational Practice, *Educational Research, Experimental Teaching, *Homogeneous Grouping, *Program Effectiveness, Research Utilization

There is a dichotomy of opinion regarding the merits and feasibility of ability grouping, and the issue is unsettled after much research and study. This research summary discusses grouping practices, the place of ability grouping in over-all school organization, schools' capacity for ability grouping, and the pros and cons of ability grouping, with emphasis on research findings on the effects of such grouping. Some 50 representative studies are summarized. The results of comparisons of different groupings' effects on achievement are inconclusive; factors other than grouping seem to account for many achievement differences. Ability grouping tends to succeed when materials, objectives, curriculum, and methods are modified. Few studies have focused on the effects of grouping on pupil attitudes, self-concepts, and other areas of development such as ability to think, development of creativity, or development of values. The majority of teachers are in favor of some form of ability grouping, despite inconclusive and sometimes misconstrued evidence. An extensive bibliography is included. (BP)

ED 025 812 CG 003 531

The Future Academic Community: Continuity and Change.

American Council on Education, Washington, D.C.

Pub Date 6 Oct 68

Note—174p.

Available from—American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C.

Document Not Available from EDRS.

Descriptors—*Academic Education, *College Environment, Educational Philosophy, *Educational Planning, *Educational Policy, *Educational Responsibility, Higher Education

This collection of papers was compiled as background information for participants in the 1968 Annual Meeting of the American Council on Education. The 10 papers focus on the academic community of the future, and ways of being responsive to change while preserving valuable continuities. John Caffrey relates the present community to the future through questions of policy, whose answers will shape the future community. Louis T. Benetz discusses the need for both continuity and change; C. Peter Magrath evaluates student participation and outcomes; and Allan P. Sindler presents a case study in student-university relations. Howard R. Bowen considers issues and prospects in the financing of higher education. Lloyd H. Elliot discusses the relevance of democracy to changing internal structures. Edward Schwartz discusses student power, and Alvin C. Eurich presents suggestions for managing the academic future. Caffrey makes some predictions for higher education in the 1970s, and Bertrand de Jovenel discusses academic youth and social revolution. (BP)

ED 025 813 CG 003 532

Ego Development Guide for Primary Grade Teachers, K-3. Project Beacon.

Rochester City School District, N.Y.

Spons Agency—New York State Education Dept., Albany. Div. of Pupil Personnel Services.
Pub Date [65]

Note—54p.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—*Culturally Disadvantaged, *Elementary School Students, Identification (Psychological), *Individual Development, *Negro Youth, *Self Concept, Self Esteem, Teacher Role

Self-concept theory maintains that a person's behavior is primarily influenced by his feelings about self. Since a child's self-concept emerges from social encounters, and school situations make up a large portion of such encounters, it is felt that teachers would benefit from increased understanding of the formation of self-concept, self-confidence, and social relations competence. Background information emphasizing the influence of school situations and teacher attitudes and behaviors upon self-concept growth is presented. Following is a series of suggested units for grades kindergarten to three, geared toward enhancing or modifying positively the self-concept of individual pupils. Emphasis is given to the culturally disadvantaged and to Negro children. Suggestions are made for specific activities and ways of relating the units to the other subject areas in the curriculum. (BP)

ED 025 814 CG 003 533

Anderson, Charles C.

A Theory of Nonverbal Creativity.

Canadian Council for Research in Education, Ottawa (Ontario).

Pub Date Jun 68

Note—16p.; Paper presented at the Sixth Canadian Conference on Educational Research, Ste. Foy, Quebec, June 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Creative Thinking, *Creativity, *Creativity Research, *Nonverbal Ability, Psychological Characteristics, *Psychophysiology

Nonverbal creativity, here primarily referring to scientific or mathematical creativity, is considered a function of a set of psychophysiological characteristics. The most important of these, necessary and sufficient for nonverbal creativity, is seen to be a slight dominance of hippocampal or cortical inhibitory activity over reticular, or cortical arousal, activity. Considerable evidence, historical, biographical, and experimental, is brought to support this position. To the extent that the verbal centers in the dominant cerebral hemisphere are highly developed in early childhood, the corresponding interpretive centers in the nondominant hemisphere are undeveloped. These two physiological relationships have observable psychological counterparts in the taciturn, noncommunicative person demonstrating nondistractable concentration and susceptibility to mental fatigue and temporary memory impairment, all characteristics of the nonverbally creative person as illustrated historically. (BP)

ED 025 815 24 CG 003 534

Urbick, Thelma M.

Helping Procedures for Use with the Disadvantaged. CAPS Current Resources Series.

Michigan Univ., Ann Arbor. Counseling and Personnel Services Information Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2487

Pub Date Nov 68

Contract—OEC-3-6-002487-1579

Note—157p.

EDRS Price MF-\$0.75 HC-\$7.95

Descriptors—Abstracts, *Annotated Bibliographies, *Counseling Effectiveness, Counseling Services, *Cultural Disadvantage, Disadvantaged Groups, *Disadvantaged Youth, Research Reviews (Publications), *Student Personnel Work

Disadvantagedness is known by many names including socially handicapped, culturally deprived, educationally disadvantaged, minority groups, socio-economically deprived, poverty stricken, lower class, and culturally alienated. The disadvantaged are often additionally handicapped by color, ethnic group, or cultural caste status. Many programs have been initiated to raise motivational levels, improve living conditions, remedy educational lack, and find ways of integrating cultures and social classes. The abstracts and annotations in this publication focus primarily on sociological and psychological characteristics of disadvantaged populations, areas of prime concern to student personnel workers. Selections were drawn from Research in Education, Dissertation Abstracts, Psychological Abstracts, and the ERIC-CAPS collection.

ED 025 816 CG 003 535

Kraus, Richard

Public Recreation and the Negro. A Study of Participation and Administrative Practices.

Center for Urban Education, New York, N.Y.

Pub Date Mar 68

Note—105p.

Available from—Center for Urban Education, 105 Madison Avenue, New York, New York 10016 (\$0.25).

EDRS Price MF-\$0.50 HC-\$5.35

Descriptors—*Community Recreation Programs, *Negroes, Negro Youth, Race Relations, *Racial Discrimination, *Racial Integration, Recreational Facilities, *Recreational Programs Identifiers—New York City

This study is concerned with the participation by Negroes in public recreation programs in 24 suburban communities in New York, New Jersey, and Connecticut, and the five boroughs of New York City. It is a broadly descriptive study of the activities in which Negroes of all ages participate, as well as of administrative practices and problems surrounding their participation, as seen by the white recreation administrators. Negroes tend to dominate track and field, swimming, basketball, and boxing; whites dominate tennis, golf and archery. Social class distinctions blur the racial distinctions throughout the study. Negroes are strong in some music, drama, and dance, but are only lightly represented in programs for the handicapped. They use inexpensive and unstructured facilities over and above the more costly. Young Negroes far outnumber adolescents and adults. Teams and groups are nearly all segregated unless intentionally integrated. White withdrawal often accompanies Negro participation. (BP)

ED 025 817 CG 003 536

Borgen, Fred H. And Others

Occupational Reinforcer Patterns. Minnesota Studies in Vocational Rehabilitation: XXIV. First Volume.

Minnesota Univ., Minneapolis. Industrial Relations Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Oct 68

Note—273p.

Available from—Work Adjustment Project, 447 B.A. Building, University of Minnesota, Minneapolis, Minnesota 55455

Document Not Available from EDRS.

Descriptors—Career Planning, Job Satisfaction, *Occupational Guidance, *Vocational Adjustment, *Vocational Counseling, *Vocational Rehabilitation

Identifiers—Minnesota Job Description Questionnaire (MJDQ)

The Minnesota Studies in Vocational Rehabilitation (The Work Adjustment Project) are a continuing series of research studies focused on work adjustment problems. The primary goals are

development of diagnostic tools for assessing the work adjustment potential of applicants for vocational rehabilitation, and the evaluation of work adjustment outcomes. The present monograph presents Occupational Reinforcer Patterns (ORPs) for 81 occupations, based on judgments of 2,976 supervisors of jobs in several hundred firms. The monograph presents ORP profiles, interpretive statements for each ORP, cross-references to ORPs with similar profiles, and information on similarities and differences among the 81 ORPs. Data were obtained from Minnesota Job Description Questionnaires (MJDQs) completed by supervisors, at least 20 of which were used for each occupation. Recommendations are made for the counseling uses of the ORP profiles. (BP)

ED 025 818 24 CG 003 537

Long, Thomas E.
Counselor Research Training. Final Report.
Altoona Area School District, Pa.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No—BR-8-8038
Pub Date 21 Oct 68
Grant—OEG-0-8-088038-4455(010)
Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40
Descriptors—*Computer Science, *Counselor
Training, Data Processing, *Institutes (Training
Programs), Research Methodology, *Research
Skills, Statistics

A two-week research training institute was held to give 25 school counselors experience and training in the following areas: (1) use of data processing equipment, including key-punch, sorter, collator, reproducer, and interpreter; (2) preparation of simple statistical computer programs; (3) use of card and punched-tape input to available computers; (4) use of concepts of central tendency, standard deviation, correlation, chi-square, and t-tests; (5) use of Program Evaluation and Review Techniques (PERT); (6) use of experimental research designs; and (7) use of the ERIC system. The evaluation research carried out after termination indicates highly favorable responses with respect to content, staff, trainees, and budget. The major strength is seen in breadth of exposure to research concerns; the major weakness is seen to be the lack of time. Statistical summaries and samples of all forms are included. (BP)

ED 025 819 24 CG 003 538

Cureton, Edward E.
A Factor Analysis of Project Talent Tests and
Four Other Test Batteries. Project TALENT.
American Institutes for Research, Pittsburgh, Pa.;
Pittsburgh Univ., Pa. School of Education.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No—BR-5-0606
Pub Date 68
Contract—OEC-6-10-065
Note—80p.

Available from—Project TALENT, American In-
stitutes for Research, P.O. Box 1113, Palo Alto,
California 94302.

EDRS Price MF-\$0.50 HC-\$4.10
Descriptors—*Achievement Tests, *Aptitude
Tests, Comparative Analysis, Educational Test-
ing, *Factor Analysis, Factor Structure, *Meas-
urement Techniques, Psychological Testing,
*Secondary School Students

Identifiers—Differential Aptitude Test, Essential
High School Content Battery, Flanagan Apti-
tude Classification Tests, General Aptitude
Test Battery

This study reports, for a group of 257 boys and
a group of 286 girls, factor analyses of 43 Project
TALENT aptitude and information tests, together
with 48 tests from three multiple-aptitude batte-
ries and one high-school achievement battery
(The Flanagan Aptitude Classification Tests, Dif-
ferential Aptitude Tests, General Aptitude Test
Battery, and the Essential High School Content
Battery). The subjects were high-school juniors
when the Project TALENT tests were given in
the spring of 1960, and seniors when the tests
were administered the following fall. The subjects
came from rural and suburban areas of Knox
County, Tennessee. A section on factor analysis
methodology is followed by sections giving the
tests and samples, procedures, and results in
detail, with descriptions of supplementary studies
and comparisons with other studies. (BP)

ED 025 820 CG 003 541

Paniagua, Lita Jackson, Vivian C.
Role Play in New Careers Training.
New York Univ., N.Y. School of Education.
Pub Date 68
Note—55p.

EDRS Price MF-\$0.25 HC-\$2.85
Descriptors—*Career Change, *Group Dynamics,
Group Experience, Identification (Psychologi-
cal), *Institutes (Training Programs), *Interper-
sonal Competence, Occupational Guidance,
Role Perception, Role Playing

Role play is discussed as an aid to the imple-
mentation of New Careers programs in human
service agencies. Goals of the New Careers pro-
grams include: (a) expansion of health, educa-
tion, and welfare institutions, (b) meaningful jobs
for the underemployed, (c) advancement oppor-
tunities for all human service agency employees
through in-service training, and (d) development
of new skilled and professional manpower. Role
play is defined in context, and its functions
discussed. Consideration is given to (a) the pro-
tected environment of role play, (b) role play as
an aid to group process and increased self-
knowledge, (c) implications for learning new
ideas, teaching new communications, and leader-
ship skills, (d) dealing with ambiguity, and (e)
modification of behavior through role playing. A
second section is a manual on how to conduct
role playing sessions. It discusses the role of the
trainer, techniques and methods for stimulating
interest, and incidental learnings in the process.
(BP)

ED 025 821 CG 003 542

Malott, Richard W. Svinicki, John G.
Contingency Management in an Introductory
Psychology Course for One Thousand Students.
American Psychological Association, Washington,
D.C.

Pub Date 30 Aug 68
Note—17p.; Paper presented at the American
Psychological Association Convention, San
Francisco, California, August 30 through Sep-
tember 3, 1968.

EDRS Price MF-\$0.25 HC-\$0.95
Descriptors—College Curriculum, *Curriculum
Planning, Demonstration Programs, Educational
Finance, *Higher Education, Instruction,
Scheduling, *Student Teacher Ratio, *Student
Teacher Relationship, Teaching Load, *Un-
derachievers

An experimental college course was designed to
develop solutions to form major problems in
higher education: student underachievement,
large student/faculty ratios, high cost of educa-
tion, and the complaint that liberal education is
difficult to achieve and irrelevant to the world of
affairs. To improve student achievement, daily
reading assignments and quizzes were instituted;
responses to be learned were clearly specified;
opportunity was given for make-up work; 100%
mastery was required; error analysis and im-
mediate feedback were supplied; and laboratory
procedure quizzes were given. A strict absence
policy prevailed. In dealing with student-faculty
ratios, small discussion groups used student
leadership and grading, better students served as
teaching apprentices, paid student assistants su-
pervised labs, seminars, quizzes, and lecture sec-
tions. Faculty members were involved primarily
in lectures and planning. Efficient classroom
scheduling, in addition to the above measures,
reduced costs. A course in behavioral science is
amenable to being made highly relevant to the
world of affairs. (BP)

ED 025 822 CG 003 543

Frank, Robert L.
First All-Iowa Elementary Guidance Conference.
State Coll. of Iowa, Cedar Falls.
Spons Agency—Iowa State Dept. of Public In-
struction, Des Moines.

Pub Date 28 Apr 67
Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00
Descriptors—*Behavioral Counseling, Conference
Reports, Counseling Programs, Counseling
Theories, *Counselor Role, Counselor Training,
*Elementary School Counselors, *Guidance
Counseling

This report is the text of meetings held at the
first All-Iowa Elementary Guidance Conference,
April 27 and 29, 1967, in Cedar Falls, Iowa. In-
troductions and welcoming presentations
were given by Robert L. Frank, James Forsyth,

and Leroy N. Jensen. The keynote address, "Ele-
mentary School Guidance: An Emerging Dynam-
ic," by Dale Nitzschke, discussed growth of the
program, counselor preparation, and major issues
confronting the field. A second major address, by
John Krumboltz, presented elementary counseling
as behavior modification in solving learning
problems. Small group reports focused on group
counseling, testing, play therapy, mental health in
the classroom, and administrative procedures. A
third major address, again by Dale Nitzschke,
considered the role and situation of the counselor
in the elementary school at present and made
predictions for the future. (BP)

ED 025 823 CG 003 544

Welsh, Clement W. (Ed.)
Case Studies in the Campus Ministry.
Church Society for Coll. Work, Cambridge, Mass.
Pub Date Apr 68
Note—63p.

Available from—Church Society for College
Work, 2 Brewer Street, Cambridge, Mas-
sachusetts 02138 (\$1.00).

Document Not Available from EDRS.
Descriptors—Church Programs, *Church Role,
*Clergymen, *Higher Education, Religious
Education, *Religious Organizations, State
Church Separation

This collection of essays on the campus min-
istry attempts to stimulate interest in developing an
efficacious, contemporary role for religion in
campus life. An introduction by Clement W.
Welsh states the place and relationship of the
church in the academic community. A section of
descriptive essays follows. John J. Kirvan, C.S.P.,
describes the Newman program at Wayne State
University. Richard F. Tombaugh presents the
purpose, rationale, and organization of the Ex-
perimental Campus Ministry. Harry E. Smith sug-
gests several models for campus ministry. E. A.
Vastny reports on a Medical Ministry at the
University of Texas. Donald W. Shriver, Jr.
discusses relationships between campus ministry
and the community. John D. Cannon describes
roles and responsibilities of a university chaplain.
The four critical essays include "The Fringe
Becomes the Center—In a Topsy-Turvy World,"
by Joseph Axelrod, "Theological Reflections on
the New Ministry," by Roger A. Johnson, "A
Sociological Perspective on Campus Ministry
Styles," by Karl C. Garrison, Jr., and "A Note on
the Marginal Man," by Benson R. Snyder. (BP)

ED 025 824 CG 003 545

Appley, Dee G. Lee, Randolph M.
A Report on University Counselling Services.
Council of Associations of Univ. Student Person-
nel Services (Canada). Univ. Counselling As-
sociation.

Spons Agency—Laidlaw Foundation, Peoria, Ill.
Pub Date Dec 67
Note—68p.

EDRS Price MF-\$0.50 HC-\$3.50
Descriptors—Counseling Programs, *Counseling
Services, Counselor Training, *Higher Educa-
tion, *National Surveys, *Student Personnel
Services

Identifiers—Canada
This report on Canadian university counseling
services is based on a wide survey. Sections of
the report include: (1) a historical introduction,
(2) current and project staff-student figures, (3)
organization of counseling services, (4) policies,
services, and training programs, (5) counseling
effectiveness, (6) assessment of the status quo,
and future projects, (7) several studies and re-
ports from the United States, summarized for
comparison, and (8) a general discussion on the
state of Canadian university counseling services.
A copy of the survey instrument is included,
along with the list of participating institutions.
(BP)

ED 025 825 24 CG 003 548

Miller, Juliet V.
Student Behavior and Climate. CAPS Current
Resources Series.

Michigan Univ., Ann Arbor. Counseling and Per-
sonnel Services Information Center.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No—BR-6-2487
Pub Date Dec 68
Contract—OEC-3-6-002487-1579
Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Academic Achievement, *Annotated Bibliographies, *Educational Environment, *Educational Research, Educational Resources, *Environmental Influences, Student Attitudes, Student Behavior

This publication is intended to alert the user to a body of research which examines the nature of emotional climates and environments, and the relationship of various environments to student achievements, attitudes, and behaviors. It provides information about the nature of school environments as they are affected by a variety of factors such as staff characteristics and behaviors, student peer-group characteristics and values, and norms of the community which support the school. This index is part of the Current Resources Series (CRS), developed by the Counseling and Personnel Services Information Center (CAPS), and planned to assist personnel workers in the identification and retrieval of information in areas where there is both expanding knowledge and personnel worker need for information. This index identifies research reports which have been recently reported either in the Educational Resources Information Center (ERIC) system, the CAPS center collection, or in Dissertation Abstracts. (BP)

ED 025 826

EA 001 705

Miller, James L., Jr.

An Introduction to Budgetary Analysis.

Southern Regional Education Board, Atlanta, Ga. Pub Date 68

Note—43p.; Paper presented at The Athens Workshop on Institutional Res. (July 16-20, 1967), and published in "Introductory Papers on Inst. Res.," p.100-133.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (Complete document, \$1.50)

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*Budgeting, *Budgets, *Educational Finance, *Higher Education, Historical Reviews, Program Budgeting

To encourage greater cooperation and communication between institutional researchers and college and university business officers, institutional researchers are provided with information necessary for understanding institutional budgets. The structure of the budget is presented in terms of six separate funds which comprise the budget—current, loan, endowment and other non-expendable, annuity, plant, and agency. Emphasis is placed on the current fund. The purposes of budget analysis, its historical background, and the two basic techniques used in budget analysis are also discussed. (HW)

ED 025 827

EA 001 800

Gross, Neal And Others

Complex Organizations: The Implementation of Major Organizational Innovations.

Pub Date Aug 68

Note—30p.; Paper to be presented at the Annual Meetings of the American Sociological Association (Boston, Massachusetts, August, 1968).

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Administrator Role, *Educational Change, *Educational Innovation, Elementary Schools, Elementary School Students, Elementary School Teachers, Laboratory Schools, *Organizational Change, Power Structure, Teacher Role

Based upon selected findings of a case study of an elementary school which attempted to implement a major organizational innovation—the redefinition of the teacher's role in an individualized instructional program—factors were identified that help to explain why implementation efforts fail. The laboratory school, with a positive climate for educational change, contained nearly 200 pupils and 11 teachers in a depressed area with 60% Negro residents. In contrast to previous studies which have identified "resistance to change" as the main cause of an innovation's failure, analysis of the case study's findings determined that a number of important variables influence the implementation of directed change. These variables include (1) clarity of an innovation as perceived by organizational members, (2) capability of members to perform it, (3) availability of necessary tools and equipment, and (4) compatibility of organizational conditions with the innovation. The administrator's role is particularly important in establishing conditions conducive to innovation and in rewarding innovative efforts. Resistance can develop over time as a con-

sequence of frustrations members encounter in attempting to implement an innovation. From the study's findings a number of suggestions are drawn to assist in the implementation of organizational innovations. (JK)

ED 025 828

EA 001 842

Morphet, Edgar L. And Others

Basic Principles, Concepts, and Issues. Part One, Educational Organization and Administration: Concepts, Practices, and Issues. Second Edition. Prentice-Hall Education Series.

Pub Date 67

Note—212p.

Available from—Prentice-Hall, Inc., Route 9W, Englewood Cliffs, New Jersey 07632 (Complete document 569 pages, \$8.95).

EDRS Price MF-\$1.00 HC-\$10.70

Descriptors—*Administrative Organization, Behavioral Sciences, Community Study, Cooperative Programs, Decision Making, *Educational Administration, Educational Legislation, Federal Government, Government Role, Group Behavior, *Leadership, Private Schools, Public Education, *School Community Relationship, School Districts, State Government, *Systems Concepts

The behavioral sciences and findings from important research studies are used as the theoretical basis for describing many of the concepts, practices, and issues in educational administration. Seven chapters cover the following topics: (1) The system of education, (2) the legal basis for education, (3) the use of theory and research in educational administration, (4) concepts and principles of organization and administration, (5) concepts and studies of educational leadership, (6) types and trends of cooperative procedures in educational administration, and (7) external environment and the schools. A list of selected references completes each chapter. (TT)

ED 025 829

EA 001 854

Preusch, Dee, Ed.

Public Relations Gold Mine, Volume 10.

National School Public Relations Association, Washington, D.C.

Pub Date 68

Note—65p.

Available from—National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00).

EDRS Price MF-\$0.50 HC Not Available from EDRS

Descriptors—*Administrative Personnel, *Communication Problems, Depressed Areas (Geographic), Educational Finance, Educational Innovation, Educational Problems, Minority Groups, *Public Relations, *Public School Systems, *School Community Relationship, Training

Fourteen articles present an overview of ideas expressed about school public relations. Some of the topics discussed include: (1) Training in communication, (2) school problems as seen by public relations men, (3) financing and improving communications, (4) making decisions about adopting innovations, (5) problems in ghetto communities, (6) public relations programs, (7) school public relations personnel, and (8) methods of communication. A bibliography lists recent significant literature in the field. Related documents are EA 001 920 (Volume 8) and EA 001 921 (Volume 9). (HW)

ED 025 830

EA 001 859

Popper, Samuel H.

The Paramount Middle School Goal. Chapter 3, The American Middle School: An Organizational Analysis.

Pub Date 67

Note—36p.

Available from—Blaisdell Publishing Co., 275 Wyman Street, Waltham, Massachusetts 02154 (Complete document, 378 pages, \$8.75).

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Administrator Role, *Adolescents, *Cultural Factors, *Educational Objectives, *Middle Schools, School Administration, School Holding Power, *School Organization, Social Factors

Although complex organizations pursue more than one goal, one goal can be considered paramount. Adopted as a result of administrative disenchantment with the cultural rigidities of the 6-year high school organization, the middle school was established as a special unit for the

education of early adolescents in a protective psychological environment which neither the elementary school nor the high school could provide. This differentiated function of the middle school was quickly endorsed by the education profession. The paramount goal of the middle school today is the psychosocial and cognitive development of the adolescent. The primacy of the psychosocial component is the most difficult challenge for middle school administration, requiring the principal to have a sharp conceptual perspective of the middle school's unique function and to make sure that a functional balance of instrumental and expressive values is attained in the school environment. (HW)

ED 025 831

EA 001 860

Popper, Samuel H.

The Middle School of Tomorrow. Chapter 15, The American Middle School: An Organizational Analysis.

Pub Date 67

Note—74p.

Available from—Blaisdell Publishing Co., 275 Wyman Street, Waltham, Massachusetts 02154 (Complete document, 378 pages, \$8.75).

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—*Adolescents, Community Schools, Consultants, Core Curriculum, Curriculum Development, Delinquency, Educational Facilities, *Educational Improvement, *Educational Innovation, *Middle Schools, School Organization, Self Concept, *Socialization

The future development of the middle school depends on its continued commitment to the social value of a differentiated early adolescent education and on its adoption of innovations aimed at the institutional integration of its values with a changing society. Flexibility of programs and self-concept development of adolescents are key middle school responsibilities. In the socialization process for this age group not one educator, but a family of educators in the persons of doctors, social workers, psychologists, guidance counselors, and nurses are needed to perform auxiliary functions. Similarly, the use of "core technology complemented with the humanization of education are important in the middle school's success. Of all public school units the middle school is best equipped to accommodate built-in flexibility in curriculum design. General designs of school plants for future middle schools already exist; it is important that these designs be considered, for the middle school houses youth at the age where proper guidance could keep them from a life of delinquency. (HW)

ED 025 832

EA 001 863

Payzant, Thomas

Approaches to the Analysis of School Costs, an Introduction.

New England School Development Council, Cambridge, Mass.

Pub Date 67

Note—14p.

Available from—The New England School Development Council, 220 Alewife Brook Parkway, Cambridge, Mass. 02138 (NESDEC members, \$5.00, non-members, \$1.00).

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Budgeting, *Cost Effectiveness, *Educational Finance, *Program Budgeting, *Systems Analysis

Identifiers—Planning Programming Budgeting Systems, PPBS

A review and general discussion of quantitative and qualitative techniques for the analysis of economic problems outside of education is presented to help educators discover new tools for planning, allocating, and evaluating educational resources. The pamphlet covers some major components of cost accounting, cost effectiveness, cost-benefit analysis, systems analysis, cost quality, and program budgeting. Given necessary modifications, these tools are found to have great potential in applications to education. While adoption of newer techniques is urged, the continued usefulness of older approaches is defended. (TT)

ED 025 833

EA 001 865

Nelson, Norbert J. And Others

A Feasibility Study of Providing Regional Data Processing Services.

Wabash Valley Education Center, Lafayette, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No.—ESEA-Title-3

Pub Date Jun 68

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—Computer Oriented Programs, *Data Processing, *Estimated Costs, *Facility Requirements, *Information Centers, *Personnel Needs

A Title III ESEA study sought to determine the feasibility of establishing a central data processing service by the Wabash Valley Education Center for its member schools. First, current applications of data processing in education were reviewed to acquire detailed specifications for an educational data processing center's hardware, software, and liveware or personnel. Then, surveys, interviews, and other means were used to determine what the Center should do to establish such a facility. This part of the study had six dimensions: Assessment of need and identification of services, operational considerations, resource requirements, fiscal considerations, time considerations, and a pilot study of a computerized payroll problem. It was concluded that although sizable capital outlays would be required to establish a data processing center, manual data processing activities carried out by local schools could be eliminated and more services could be provided. The following recommendations were made: (1) A highly competent and capable staff for the data processing division should be developed; (2) a hardware configuration should be based upon the types of services to be provided; (3) operations should be planned on a priority basis, with highest priority going to the least complex services; and (4) primary attention must be focused on completeness and accuracy of output before it is disseminated. (SS)

ED 025 834

EA 001 866

Wolff, Max

Educational Park Development in the United States, 1967. A Survey of Current Development Plans.

Center for Urban Education, New York, N.Y.

Spons Agency—Lillian Boehm Foundation.

Pub Date Aug 67

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Educational Facilities, *Educational Parks, *Educational Planning, *National Surveys

A survey of all U.S. cities having populations greater than 50,000 and of 125 cities having populations between 20,000 and 50,000 shows that the adoption or planning of educational parks is becoming widespread throughout the country. The survey used three sources to obtain data on current educational park development: (1) Questionnaires to State commissioners of education and superintendents of schools, (2) a national newspaper clipping service, and (3) published reports, correspondence, and inquiries addressed to the educational park office at the Center for Urban Education. Findings indicate generally that the educational park is being used in the larger cities to achieve a high quality of integrated education and in the smaller cities to promote a better quality of education and regional development through consolidation and to solve the problem of rebuilding obsolescent school systems. Many existing and proposed parks are described. (HW)

ED 025 835

EA 001 867

Goergen, Joseph H. Keough, John J. Issues and Outcomes of Teachers' Strikes, 1955-65.

Saint Johns Univ., Jamaica, N.Y.

Pub Date 67

Note—256p.; Ed.D. and Ph.D. thesis.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 68-3808, MF \$3.25, Xerography \$11.50).

Document Not Available from EDRS.

Descriptors—Case Studies (Education), Collective Negotiation, Disqualification, Geographic Distribution, Literature Reviews, *Negotiation Agreements, *Public School Systems, Sanctions, Statistical Analysis, Tables (Data), Tax Support, Teacher Associations, *Teacher Militancy, Teacher Salaries, *Teacher Strikes

Identifiers—AFT, American Federation of Teachers, National Education Association, NEA

This study analyzes the patterns of 40 teacher strikes between 1955 and 1965 by looking at (1) the issues and demands and (2) the outcomes and settlements. It is hypothesized that (1) teacher strikes fall into discernible patterns, (2) functional relationships exist between certain strike issues and outcomes and the strike itself, (3) strikes can be analyzed by an index system weighted by frequency of issues or outcomes, (4) issues and outcomes usually represent teacher self-interest, (5) strikes occurred in the school districts studied, and (6) a geographical pattern to teacher strikes existed during the period studied. Conclusions support all but one of the hypotheses. Regarding the analysis of strikes by an index system, it was found that teacher strikes do not lend themselves to simple numerical analysis, making it impossible to establish a predictive index. (TT)

ED 025 836

EA 001 876

Farquhar, Robin H.

Toward Improved Communication and Cooperation Between Public and Nonpublic Schools.

Pub Date Mar 68

Note—19p.; Paper presented at the Annual Convention of the National School Boards Assn. (Detroit, Michigan, March 30-31, 1968).

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Board of Education Role, *Communication Problems, Development, Dual Enrollment, *Educational Coordination, Educational Programs, Educational Research, *Parochial Schools, *Private Schools, *Public Schools

Communication and cooperation between public and nonpublic schools might have potential for an immense and beneficial national impact, especially in confronting certain urban problems which nonpublic schools are better able to deal with than are public schools. At present there is a great lack of such communication and cooperation, due to a variety of legal, constitutional, structural, financial, philosophical, historical, and psychological barriers, the majority of which are largely emotional in origin. There are two basic kinds of activities which can be used to overcome these barriers: (1) Research on the barriers themselves and development of proper solutions, such as shared time or dual enrollment; and (2) preservice and inservice training programs to improve mutual understanding and increase contact between officials of public and nonpublic schools. School board members can play a vital role in overcoming the obstacles. Generally, they should be aware of what other related agencies are doing and provide the leadership in procuring available resources external to the public schools which may contribute to the achievement of the public schools' goals. (HW)

ED 025 837

EA 001 877

Farquhar, Robin H.

Strategies to Expand the Pool from which Talented Persons Are Recruited for Preparation in Educational Administration.

Pub Date 20 Sep 68

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—*Administrative Personnel, *Educational Administration, *Leadership Training, *Programs, *Recruitment

Current recruitment efforts in educational administration are limited by the narrow target population considered (which seldom extends beyond professional educators) and the unsystematic methods utilized. In addition, five significant obstacles to effective recruitment are (1) the lack of information about educational administration among potential recruits, (2) the occupation's low perceived status as a career, (3) the restrictions to entry into the occupation, (4) the problems of graduate study for persons already established, and (5) the low general opinion of preparation programs in educational administration. Strategies to ease the recruitment problems include: (1) Communicate to high school seniors information about the career, (2) encourage talented young people to enter preparation programs from pools traditionally ignored by current recruitment efforts, (3) recruit persons from other careers in which relevant competencies are developed, and (4) recruit paraprofessionals to serve in supportive administrative roles in big-city school systems. To conduct the recruitment pro-

gram, a consortium composed of the following kinds of agencies should be created: (1) A nationwide group of selected universities and associated school systems (it is recommended that UCEA serve this need), (2) a firm to produce printed and audiovisual materials, (3) a public relations or advertising firm, and (4) one or more funding establishments. (HW)

ED 025 838

EA 001 878

Pfeiffer, John

Decision Making in Action. Chapter 2, New Look at Education: Systems Analysis in our Schools and Colleges.

Pub Date 68

Note—26p.

Available from—The Odyssey Press, Inc., North Road, Poughkeepsie, New York 12601 (\$1.00).

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Decision Making, *Methodology, *Models, *Program Budgeting, *Systems Approach

Developed during World War II, the systems approach evolved rapidly after the war into several new phases, one of which is program budgeting. There is no clear set of rules constructed along do-it-yourself lines associated with the systems approach. There are, however, general procedures which are to be followed. The first step, defining the problem, includes four distinct phases: Defining the system's objectives, obtaining measures of effectiveness, identifying constraints and uncontrollable variables, and identifying controllable variables. After defining the problem, the next three basic steps are to define the subfunctions, to define the alternatives for each subfunction, and to synthesize the subsystems. Next a model should be developed. Although a model is an abstraction, it is also a highly effective way of coping with reality, and its development calls for and guides data collection. The model must prove itself by predicting results reasonably well. However, in complex situations perfect prediction is rare and the whole system must continually be reexamined and changed as necessary. (HW)

ED 025 839

EA 001 880

Stankard, Martin F., Jr. Sisson, Roger L.

On the Modeling of Relationships between Performance and Resource Management in an Urban School District.

Pennsylvania Univ., Philadelphia. Management Science Center.

Pub Date May 68

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Academic Performance, *Administrative Policy, Environmental Influences, Intercommunication, *Mathematical Models, Operations Research, *Resource Allocations, Statistical Analysis, Student Development, Student Teacher Relationship, *Urban Schools

A model is developed which relates an index of school performance to management policy under a variety of environmental conditions. The process of education is defined by the qualitative concept that education is a process of communication. In the model development, the assumed relationships among the variables (factors controllable by management and factors determined largely by the nonschool environment) are first listed and then a mathematical analog to the statements is developed. At the present stage of development the model relates changes in achievement test scores (on a school by school basis) to pertinent resource input factors. Data from a sample of schools is used to estimate parameters and to test the model's ability to predict performance from management policy. The results of the empirical work are presented and practical implications for further research and for school system administrators are discussed. (HW)

ED 025 840

EA 001 882

Spechtard, Gerald Bracht, Glenn H.

An Evaluation of the Educational Program of a High School Using a Modular Schedule: A Follow-Up Study.

Boulder Valley School District, Colo.; Colorado Univ., Boulder. Lab. of Educational Research.

Report No.—RP-19

Pub Date Sep 68

Note—43p.

Available from—Laboratory of Educational Research, University of Colorado, Boulder, Colorado 80302 (\$1.00).

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—Critical Thinking, *Educational Programs, Educational Research, Factor Analysis, *Followup Studies, *High Schools, Large Group Instruction, Opinions, *Program Evaluation, *Schedule Modules, Small Group Instruction, Statistical Analysis

Using data obtained from opinion questionnaires and standardized tests of educational development, attitudes, and critical thinking, a study was made in 1968 to test the findings of a 1965 study of students and teachers in two high schools—one experimental and one control—in the same school system in Colorado. Approximately 500 students were enrolled in the experimental school, which practiced modular scheduling, and 1300 in the control school. In addition to general problems of the total program, questionnaire items covered practices and problems of large group sessions, small group sections, supervised study, and unscheduled time. Analysis of the study's findings indicated that the experimental school's use of the modular schedule in 1968 was more consistent with expected practices than in 1965. The modular scheduling program was favorably received by both students and teachers. Except for critical thinking, students at the experimental school showed growth in academic achievement as well as or better than students in the control school. (JK)

ED 025 841 EA 001 884

Mayeske, George W. And Others
Item Response Analyses of the Educational Opportunities Survey Teacher Questionnaire.

National Center for Educational Statistics (DHEW), Washington, D.C. Div. of Operations Analysis.

Pub Date 18 May 67

Note—105p.

EDRS Price MF-\$0.50 HC-\$5.35

Descriptors—Educational Opportunities, *Elementary School Teachers, *Item Analysis, National Surveys, *Questionnaires, *Secondary School Teachers, Statistical Analysis, Tables (Data)

Identifiers—*Educational Opportunities Survey, EOS

This report analyzes questionnaire item responses from the teacher questionnaire administered as part of the Educational Opportunities Survey (EOS). The analyses were conducted (1) to present the number and percent of teachers responding to each questionnaire item alternative, (2) to determine the number of teachers who failed to answer each question, (3) to serve as a guideline in developing codes to scale the items for future analyses, and (4) to serve as a guideline in estimating missing data. Most of the report is comprised of computer-processed data in tabular form. The study sample is made up of 36,241 elementary and 24,008 secondary teachers. (TT)

ED 025 842 EA 001 894

Abt, Clark C.

Games and Simulation.

Pub Date Apr 67

Note—12p.; Paper presented to the Abington Conference on New Directions in Individualizing Instruction (April, 1967).

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Ability Grouping, Decision Making, *Educational Games, *Interaction Process Analysis, *Learning Activities, Role Playing, Simulation, *Student Motivation, Systems Analysis, *Teaching Techniques

Educational games present the complex realities of simultaneous interactive processes more accurately and effectively than serial processes such as lecturing and reading. Objectives of educational gaming are to motivate students by presenting relevant and realistic problems and to induce more efficient and active understanding of information. Games are efficient learning devices because they allow three levels of learning to occur simultaneously without ability grouping of students. These levels are (1) efficient learning of facts, (2) learning of cause and effect relationships by substituting gaming for personal experience, and (3) learning of strategic thinking concepts by considering results of alternative courses of action. Games focus on reality but are combinations of skill, chance, reality, and fantasy. In designing games one must (1) define overall objectives and scope; (2) identify the key actors, their objectives, and constraints; (3) determine an interaction sequence and decision rules; (4) identify the win criteria; and (5) choose the form

of presentation. Compromises must be made between simplification and realism, concentration and comprehensiveness, and melodrama and analysis. The attempt to include too much in one game must be avoided. (TT)

ED 025 843 EA 001 896

Abt, Clark C.

An Education System Planning Game.

Pub Date [65]

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Administrative Personnel, *Decision Making, *Educational Planning, *Management Games, *Program Budgeting, Role Playing, *Simulation, Social Problems, Students

Although games are not usually thought of as aids to planning, a special type of game can be helpful when problems are complex, factors determining resolution are imperfectly understood, and numerous views coexist. Objectives of the education system planning game are to illuminate major issues of educational planning, to increase the participants' awareness of the costs and benefits of alternative plans, and to stimulate an exchange of ideas concerning diverse approaches to education. The game is played by five teams. Two educator teams represent several levels of the educational establishment ranging from elementary school teachers to the U.S. Commissioner of Education. Their responsibility is to devise two separate plans within a fixed budget. A pair of student teams, representing advantaged and disadvantaged student populations, must choose one of the plans and estimate its impact on their achievement as measured by increased number of graduates and quality. A "reality daemon" team personifies social problems related to educational planning. They eliminate all implausible gains estimated by student teams and deduct for counterproductive side effects. Winners are the educator team with the most productive plan, the student team making the greatest achievement, and the "daemon" with the most objections. (TT)

ED 025 844 EA 001 920

Preusch, Dee, Ed.

Public Relations Gold Mine, Volume 8.

National School Public Relations Association, Washington, D.C.

Pub Date 66

Note—63p.

Available from—National School Public Relations Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$1.50).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Administrator Role, Advisory Committees, Board of Education Role, *Communication Problems, Community Attitudes, Depressed Areas (Geographic), Educational Finance, News Media, Publications, Public Opinion, *Public Relations, *Public School Systems, *School Community Relationship, School Superintendents, State Departments of Education, Teacher Role

Seventeen articles present an overview of ideas dealing with many facets of school public relations. Topics singled out for coverage include (1) the importance of school public relations programs now and in the future; (2) potential contributions of citizens advisory committees; (3) formation and use of small-scale public opinion polls; (4) key factors in successful public relations programs for changing neighborhoods, culturally deprived areas, and school finance campaigns; (5) plans for effective information programs by State school officials; (6) an attitude survey revealing sharp differences in public attitudes depending on factors such as age, race, religion, education, and city size; (7) possible contributions of social scientists to school public relations programs; (8) hints for creating effective news reporting organizations; (9) public relations fallacies exposed by the programs of teacher associations; (10) pitfalls of borrowing designs and typographical ideas from business publications; (11) the necessity for viable internal communication; and (12) required leadership skills for public relations and the administrator's role. Forty-nine innovative public relations ideas from school systems around the country are offered, followed by a selected bibliography of 70 entries. Related documents are EA 001 921 (Volume 9) and EA 001 854 (Volume 10). (TT)

ED 025 845

Preusch, Dee, Ed.

Public Relations Gold Mine, Volume 9.

National School Public Relations Association, Washington, D.C.

Pub Date 67

Note—63p.

Available from—National School Public Relations Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$2.00).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Administrator Role, *Communication Problems, Community Attitudes, Educational Finance, Educational Innovation, News Media, Parent Conferences, Publications, *Public Relations, *Public School Systems, Radio, *School Community Relationship, Speech Skills, Teacher Recruitment, Teacher Role, Television, Voting

Nineteen articles present an overview of ideas dealing with many facets of school public relations. Analysis and suggestions cover topics such as (1) planning and use of press conferences; (2) proper balance between techniques and message in public relations programs; (3) potency of education in economic and social development; (4) interpretation of voting on school finance issues; (5) techniques for improving personal presentations, use of radio and television, publications, parent conferences, letters, and teacher recruitment materials; (6) making the school responsive to community needs to improve school community relations; (7) necessary skills of the school public relations specialist; (8) public relations through exhibition of student efforts and achievements; (9) public relations for innovative programs; (10) confusion concerning the administration of information programs; (11) role of the classroom teacher in public relations; and (12) potential problems with internal school communications. A 52-entry selected bibliography is included. Related documents are EA 001 920 (Volume 8) and EA 001 854 (Volume 10). (TT)

ED 025 846 EA 001 929

Jensen, Paul E.

Inventory Control of Fixed Assets by School District Personnel.

New York State Education Dept., Albany. Div. of Educational Management Services.

Report No.—Finance Pamphlet 8

Pub Date Feb 66

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Buildings, *Educational Facilities, *Equipment, Insurance Programs, *Manuals, *Property Accounting, Property Appraisal, *School Districts, School Location

Identifiers—New York State

By July 1, 1966, each school district in New York State was required to install a system of property accounting. This pamphlet provides a suggested method of property accounting to assist school districts in meeting this requirement. In addition, suggestions are made to help the districts record the information needed for fire insurance purposes. (HW)

ED 025 847 EA 001 930

Hirsch, Harry Hamel

Some Economic Considerations and a Procedure for a University Cost Study.

Purdue Univ., Lafayette, Ind.

Pub Date Jun 65

Note—70p.; M.S. thesis.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—*Accounting, Classes (Groups of Students), Class Size, *Cost Effectiveness, Degrees (Titles), *Educational Economics, Estimated Costs, Expenditure Per Student, Expenditures, Income, *Models, Simulation, Space Utilization, *Universities

A study of the nature, product, expenses, and income of a university develops a methodology to translate a university's statement of these descriptive data into an analytical cost study framework. The product of a university is defined as the intellectual growth of students and staff. Since this product can not be quantified, costs are assigned to class units (meetings of students and teacher) which are proxy variables representing the product. Information requirements for the construction of total cost schedules relating to the degree-granting process are formulated and examples are given. Methods for allocating and dis-

tributing direct and indirect expenses and revenues are analyzed within the cost model framework. By introducing the concept of marginal cost functions into the framework it becomes possible to base predictions of fiscal requirements on each institution's unique policies and practices. Implications of this procedure are examined to show how the data can be transformed into useful studies of (1) factors influencing the cost of classes, (2) estimation of future expenses based upon changing student population, and (3) institutional or interinstitutional per student cost comparisons. (TT)

ED 025 848 EA 001 932

Carlton, Patrick W.

Teacher Salary Negotiations: A Case Study and Analysis.

Oregon Education Association, Portland.

Pub Date 68

Note—90p.

Available from—Oregon Education Association, 1530 S.W. Taylor St., Portland, Oregon 97205 (\$1.50).

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—Board Administrator Relationship, *Board of Education Role, Budgets, *Collective Negotiation, Community Characteristics, School Community Relationship, School Districts, *School Superintendents, State Laws, Teacher Administrator Relationship, *Teacher Role, *Teacher Salaries

A case study and analysis of teacher salary negotiations describes and explores a quasi-negotiatory relationship in which a group of seven school board members attempted to reach agreement with six elected representatives of a local teaching staff, neither group having had prior negotiatory experience. Through use of tape recordings, interviews, notes, minutes, and newspaper clippings, the chronology of events is reported, beginning with the passage of a law requiring consultation over economic matters and culminating in the adoption of the 1967-68 salary schedule. Concepts of industrial relations and bargaining theory as applied to private industry are used to analyze the reported negotiation process. It is concluded that (1) the traditional relationship between the board, teachers, and superintendent was changing in the city studied, and (2) because it resulted in a harmonious settlement of differences, collective negotiation or consultation seems to be a viable process for use in the public sector. (TT)

ED 025 849 EA 001 935

Bowman, Edward H.

A Budget Model of a University.

Pub Date 20 Nov 67

Note—7p.; Paper presented to Symposium on Operations Analysis of Education Sponsored by the U.S. Office of Educ. (Washington, D.C., Nov., 1967).

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Budgets, Capital Outlay (for Fixed Assets), Educational Planning, *Income, *Models, Operating Expenses, *Private Financial Support, Simulation, *Universities

The Operating Growth Budget at Yale University is a model used to indicate what would happen to the university's various endowment funds over a substantial period of time, under varying conditions of both university policy and the business cycle. The role of the return from endowment in the operating budget can thus be calculated for yearly planning purposes. The model is discussed in terms of (1) its context in the other budgets at Yale, (2) the rationale leading to its development, (3) its mechanism, and (4) the uses to which it has been put. The model is built around 12 simultaneous differential equations. The inputs include (1) initial values of state variables such as market values of the various fund classes, book values, and realized gains, (2) flow variables such as gifts to endowment and the yearly operating budget, and (3) system parameters such as rate of return, yield rate, and trade rate. The outputs include market and book values of funds, realized and unrealized gains, and capital gains appropriations. (HW)

ED 025 850 24 EA 001 937

Farish, Margaret K. Rolland, Paul

A Plan for Developing Performance Materials in the Contemporary Idiom for the Early Stages of String Instruction. Appendices A-F. Final Report.

Illinois Univ., Urbana.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-7-E-015

Pub Date Sep 68

Grant—OEG-3-7-070015-1624

Note—198p.

EDRS Price MF-\$1.00 HC-\$10.00

Descriptors—*Elementary School Students, *Music Education, *Music Techniques, *Orchestras, *Teaching Methods

A project to develop a plan for adding contemporary music to the repertory of elementary students of stringed instruments found virtually no contemporary music published in the United States suitable for early stages of instruction. Since much contemporary music literature exists for beginning piano students, it was assumed that the dearth of similar material for stringed instruments was caused by the nature of the instruments or by the way they are taught. To develop the project plan, standard string method books were analyzed to identify the skills that can be reasonably expected from young students and these skills were related to the performance of contemporary music. A Composers Guide (appendix A) was then designed to give composers interested in writing music for elementary string students recommendations concerning beginners' technical skills and current pedagogical methods, while placing no restrictions on musical style. Six composers were commissioned to use the Composers Guide in writing 24 pieces introducing characteristic contemporary techniques (appendix E). The Composers Guide was found to be useful and was well received by the composers. Success of this approach with beginning students remains to be seen and depends upon gaining the support of music teachers. (TT)

ED 025 851 EA 001 938

Case, C. Marston Clark, Stephen C.

A Bibliographic Guide to Operations Analysis of Education.

National Center for Educational Statistics (DHEW), Washington, D.C. Div. of Data Analysis and Dissemination.

Report No—TN-43

Pub Date 15 Sep 67

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Bibliographies, Computer Science, *Cost Effectiveness, *Economics, Human Capital, Management, Models, *Operations Research, Program Planning, Statistical Analysis, *Systems Analysis

This bibliography lists 155 books, articles, monographs, and other studies on operations analysis in education. The criteria for inclusion are that the study be quantitative and analytical and use techniques of operations research, systems analysis, management science, program planning and budgeting, benefit analysis, cost analysis, benefit-cost analysis, cost effectiveness analysis, multivariate statistical methods, economics, or computer science. A list of six bibliographies which include most of the studies cited and a list of 38 Technical Notes of the Division of Operations Analysis that are available through ERIC are appended. This document replaces ED 014 129. (HW)

ED 025 852 EA 001 939

Pryor, Donald

Custodian Workload Surveys: A Guide to Assist School Business Managers and Superintendents.

Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., Minneapolis, Minn.

Pub Date Mar 67

Note—43p.

Available from—Educ. R/D Council of Twin Cities Metropolitan Area Inc., 211 Burton Hall, Univ. of Minn., Minneapolis, Minn. 55455 (member schools \$1.00, non-members \$1.50).

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—*Guides, *Job Analysis, *Manpower Utilization, *School Districts, *School Maintenance, Working Hours

This guide was designed to assist superintendents and school business officials in evaluating and allocating custodial workloads. Part I illustrates a method for equalizing custodial workloads, using a representative employee's performance as a model for measuring the workloads of other employees. The administrator is shown how to select this representative employee, gather the evaluative data, summarize the data, and interpret the results. Part II presents a method (the

factoring formula) for determining the proper size of the custodial staff. Factors to be taken into account include the number of rooms, the number of pupils, the floor area, the size of the school grounds, and available equipment. Examples are employed which were taken from an actual study conducted in suburban Minneapolis. (HW)

ED 025 853 EA 001 940

Knezevich, S. J.

The Systems Approach to School Administration: Some Perceptions on the State of the Art in 1967.

Pub Date Nov 67

Note—14p.; Paper presented at the U.S. Office of Educ. Symposium on Operations Analysis of Educ. (Washington, D.C. November 19-22, 1967).

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Educational Needs, *Educational Planning, Literature Reviews, *Program Budgeting, *School Administration, *Systems Approach

Identifiers—Planning Programming Budgeting Systems, PPBS

Concepts which are salient features of the systems approach do not appear to have permeated school administration beyond the threshold of awareness. Confusion among administrators as to the meaning and potential of the systems approach can be partly attributed to its overzealous adherents, semantic difficulties among experts, and its application to minor, pedestrian problems. Experts must agree on standard meanings for such terms as systems analysis, program budgeting, programming planning budgeting systems (PPBS), and cost effectiveness, which are alternatively used synonymously and to mean different things. Major policy issues that create the greatest administrative problems must be shown to be susceptible to the systems approach. The potential of this approach for educational administration will have to be publicized through special seminars, conferences, and workshops. Finally, to create readiness for the stimulate use of the systems approach, improvements in education that will be needed include (1) a clearer definition of educational objectives, (2) use of models for at least parts of school operations, (3) development of quantitative reasoning and analysis capabilities, (4) greater emphasis on generating alternative solutions to problems, (5) increases in school district staffs for planning and systems analysis, and (6) better dissemination of systems concepts and techniques. (TT)

ED 025 854 EA 001 941

Davis, Donald E.

Managing Public Education in a Metropolitan Area.

Metropolitan Detroit Bureau of School Studies, Inc., Mich.

Pub Date Dec 67

Note—20p.; Paper presented to the Annual Meeting (December, 1967).

Available from—Metropolitan Detroit Bur. Sch. Studies Inc., Fairmont Bldg., 680 Merrick St., Wayne State Univ., Detroit, Mich. 48202 (members \$1.00, non-members \$1.50).

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Decision Making, *Educational Administration, *Educational Coordination, *Metropolitan Areas, *Public Education, *Research and Development Centers, Resource Allocations, State School District Relationship Identifiers—Educational Research and Development Council, ERDC of the Twin Cities Metropolitan Area

Metropolitanism is a phenomenon of development in our society which has completely circumvented the basic institutions upon which we have relied, making the management of all public services more complex. The major problems of metropolitanism as it affects public education are those associated with the ability of society to utilize not only its economic resources but also its social and cultural resources, which are even more significant in the education of children. Three areas of concern are the proper relations between educational government and other governmental units, the internal sharing of decision making, and the process of educational management. Exclusive exercise of local action with only local resources cannot deal successfully with the emerging problems which are not local

in nature. Potential solutions to the problems require that school districts cooperate and coordinate activities. An example of what has been done in this respect is an educational research and development council, a private nonprofit corporation consisting of 22 school systems established in the Twin Cities metropolitan area, Minnesota. (HW)

ED 025 855

EA 001 953

Piele, Philip

Planning Systems in Education.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Pub Date 69

Note—5p.

Journal Cit—r & d perspectives; p4-6 Fall 1969

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Critical Path Method, Decision Making, *Educational Planning, *Literature Reviews, *Models, *Program Budgeting, Systems Approach

Identifiers—PERT, Planning Programming Budgeting Systems, PPBS, Program Evaluation Review Techniques

This literature review examines 16 selected documents processed by the ERIC Clearinghouse on Educational Administration that deal with the application of several kinds of planning systems to educational programs. Particular attention is given to planning-programming-budgeting systems (PPBS), program evaluation review techniques (PERT), and various types of planning models. (HW)

ED 025 856

EA 001 954

Katzenbach, Edward L.

Planning Programming Budgeting Systems: PPBS and Education.

New England School Development Council, Cambridge, Mass.

Pub Date Mar 68

Note—17p.

Available from—The New England School Development Council, 220 Alewife Brook Parkway, Cambridge, Massachusetts 02138 (members \$1.00, non-members \$2.00).

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Budgets, *Educational Administration, *Educational Planning, *Program Budgeting

Identifiers—*Planning Programming Budgeting Systems, PPBS

Continuous change in education is requiring educational administrators to plan for the distant future with as much precision as they now do for the immediate future. Recently, major advances in the planning-budgeting process have become available to educators in the form of PPBS. Fiduciary budgets, which have been used in most schools since the early 1900's, have the following problems: (1) They are incremental budgets relying heavily on what was done the previous year, (2) they develop meaningless comparative data, (3) they do not reveal the source of funds, and (4) they are written only for the following year. Program budgeting, on the other hand, offers the administrator the opportunity to design a long term plan for creative instruction. PPBS delineates program integration and highlights alternatives in a new way by aligning objectives and costs. PPBS differs from present budgeting procedures in that it (1) compels administrators to give some thought to alternatives, (2) stresses the significance of minor costs over a long period of time, (3) helps relate the cost of a program to its merits, and (4) links teacher aids, supporting activities, research, and development to subject matter in terms of time and cost. (HW)

ED 025 857

24

EA 001 955

Eidell, Terry L., Comp. Klebe, John A., Comp. Annotated Bibliography on the Evaluation of Educational Programs.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0353

Pub Date Nov 68

Contract—OEC-0-8-080353-3514(010)

Note—17p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Annotated Bibliographies, Cost Effectiveness, Course Evaluation, Curriculum

Evaluation, Educational Change, Educational Planning, *Educational Programs, Educational Quality, *Evaluation Methods, Federal Programs, *Program Evaluation, Public School Systems, State Aid, Systems Approach, Teacher Evaluation, Vocational Education

Sixty-four books pamphlets, papers, and journal articles published, for the most part, between 1964 and 1968 are listed in this annotated bibliography on the evaluation of educational programs on the elementary, secondary, and higher education levels. Topics covered include the evaluation of school subject programs, vocational programs, State aid programs, curriculum, educational planning, Federal programs, teaching quality, educational change, and educational outcomes and quality. Some entries pertain to the development and use of mathematical models and cost-benefit analysis for evaluative purposes. Emphasis is on the methods, procedures, models, and exemplars of educational program evaluation. (TT)

ED 025 858

EA 001 995

Evaluation and "Pace": A Study of Procedures and Effectiveness of Evaluation Sections in Approved Pace Projects, with Recommendations for Improvement. (Report No. 1 of the Second National Study of Pace.)

Center for Effecting Educational Change, Fairfax, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No—ESEA-Title-3

Pub Date 29 Feb 68

Note—279p.

EDRS Price MF-\$1.25 HC-\$14.05

Descriptors—Computer Oriented Programs, Course Evaluation, *Creativity, Curriculum Development, *Educational Innovation, *Evaluation Needs, *Evaluation Techniques, Exceptional (Atypical), Information Dissemination, Information Needs, Inservice Teacher Education, Models, *Program Evaluation, School Community Relationship, Special Education, State Programs, Student Personnel Services, Supplementary Educational Centers

Identifiers—ESEA Title 3, PACE, *Projects to Advance Creativity in Education

This report studies the procedures and effectiveness of evaluation sections in projects approved under the ESEA Title III Projects to Advance Creativity in Education (PACE) program and makes recommendations for their improvement. Nineteen special consultants reviewed the evaluation sections of a random sample of 379 PACE proposals submitted in 1966 and 1967. Their ideas are classified into those dealing with (1) the need for and inadequacies of present evaluation procedures in the field of education, (2) evaluation of PACE projects, and (3) major problems found in PACE proposals. Without exception, the consultants criticized the effectiveness of PACE evaluation. Their analysis and criticism produced eight general recommendations that are designed to vitalize and improve the evaluation of PACE projects. These range from suggesting what proportion of project budgets should be devoted to evaluation to recommendations for establishing evaluation workshops. Finally, each of the consultants was asked to study 10 approved PACE proposals that focused upon his area of specialty, to judge the adequacy of evaluation procedures for these projects, and to prepare a report including any special recommendations for evaluation improvement. (TT)

ED 025 859

EA 001 996

A Comprehensive Model for Managing an ESEA Title III Project from Conception to Culmination. Report No. 3 of the Second National Study of PACE.

Center for Effecting Educational Change, Fairfax, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No—ESEA Title 3

Pub Date 10 Nov 68

Note—99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors—Budgeting, Demonstrations (Educational), *Educational Innovation, Information Dissemination, *Models, Objectives, *Program Administration, Program Development, *Program Evaluation, *Program Planning, Program

Proposals, School Community Relationship, Teacher Administrator Relationship
Identifiers—ESEA Title 3, PACE, *Projects to Advance Creativity in Education

This report is a model to assist the planning, managing, and evaluation of all phases of projects funded under the ESEA Title III Projects to Advance Creativity in Education (PACE) program. Section 1 outlines a formula for successful proposal development. In addition to spelling out variables to be considered in forming a task force, assessing program needs, and establishing program priorities, it makes recommendations concerning proposal content, determination of objectives, program description, demonstration, dissemination, implementation, continuation, management, budgeting, internal and community relationships, and evaluation. The remaining sections present methods, requirements, and procedures for project appraisal and evaluation. Section 2 deals with appraisal during the first year with emphasis on background, objectives, management, and budget. Section 3 covers appraisal during the second year, shifting emphasis to programs, relationships, demonstration, dissemination, implementation, and terminal considerations. Third year appraisal, with increased accent on demonstration, dissemination, implementation, terminal considerations, evaluation, and budget, is the topic of Section 4. Attention also is given to preparing the terminal report. Section 5 is designed to assist further the process of evaluating the final product and judging what aspects are worthy of further attention. (TT)

ED 025 860

EA 001 997

Analysis and Evaluation of 137 ESEA Title III Planning and Operational Grants. Report No. 4 of the Second National Study of PACE.

Center for Effecting Educational Change, Fairfax, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No—ESEA Title 3

Pub Date 15 Nov 68

Note—77p.

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—*Educational Innovation, *Federal Programs, Problems, *Program Content, Program Design, *Program Effectiveness, *Program Evaluation, Program Guides, Program Length, Statistical Surveys

Identifiers—ESEA Title 3, PACE, *Projects to Advance Creativity in Education

This report is an assessment of the overall impact and influence on education of 137 terminated Planning and Operational Grants made under the ESEA Title III Projects to Advance Creativity in Education (PACE) program. Analysis and evaluation seek to determine whether (1) individual project objectives were identified and achieved, (2) PACE participation resulted in educational changes or improvements, (3) school districts were motivated to continue their programs through local funding and initiative, and (4) expenditures, efforts, and activity generated by PACE are justified in terms of outcomes. To accomplish these objectives, an evaluation instrument (appended) is used to investigate project characteristics, project accomplishments, provisions for continuation, project design, and final appraisals. Major problems mentioned most often in conjunction with the projects include project finance, public relations, lack of clear planning and objectives, lack of qualified personnel, problems of implementation, and lack of official cooperation. The overall appraisal rated 76 projects as outstanding or good while only 61 were rated as average or below. Nine specific recommendations are made to aid the quality and continuation of future PACE projects. (TT)

ED 025 861

EA 001 998

The Views of 920 PACE Project Directors. Report No. 5 of the Second National Study of PACE.

Center for Effecting Educational Change, Fairfax, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No—ESEA Title 3

Pub Date 20 Nov 68

Note—77p.

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—Administrative Problems, *Administrator Attitudes, *Educational Innovation,

Federal Aid, *Federal State Relationship, *Program Administration, Program Content, Program Development, Program Effectiveness, *Program Evaluation, Project Applications, Statistical Surveys
Identifiers—ESEA Title 3, PACE, *Projects to Advance Creativity in Education

This report consists of a survey and statistical analysis of Projects to Advance Creativity in Education (PACE) as viewed by the 920 project directors in this ESEA Title III program. Discussion centers about (1) characteristics of existing projects, (2) problems encountered, (3) views toward State, local, and Federal agencies, (4) criteria for evaluating and funding, and (5) ideas for the future development of PACE. The recurring most difficult problems of project operation were continuation after present funding is terminated, evaluation, delay in funding and approving modifications, and budget problems related to unseen needs. Most project directors felt that direct lines of communication and better knowledge of local problems were strengths of the State-local relationship, while political problems and lack of leadership were the most likely flaws. Significant support was expressed for the Federal-local relationship. The most important factors in approving new projects were felt to be local needs along with innovativeness and creativity of the proposed project. Suggestions for the future most often involved increases in PACE funds, continuation of project funding after 3 years, more budget flexibility, and clearer guidelines and proposal forms. Five recommendations, based on analysis of the data, are designed to enhance future PACE effectiveness. (TT)

ED 025 862 EA 001 999
PACE: Catalyst for Change. Report No. 6 of the Second National Study of PACE.
Center for Effecting Educational Change, Fairfax, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
Report No.—ESEA Title 3
Pub Date 29 Nov 68
Note—266p.

EDRS Price MF-\$1.00 HC-\$13.40
Descriptors—Computer Oriented Programs, Course Evaluation, Curriculum Development, *Educational Innovation, Exceptional (Atypical), Federal Programs, Federal State Relationship, Handicapped Students, *Problems, *Program Development, *Program Effectiveness, *Program Evaluation, School Community Relationship, School Organization, State Programs, Student Personnel Services, Supplementary Educational Centers
Identifiers—ESEA Title 3, PACE, *Projects to Advance Creativity in Education

In this final report, 17 special consultants view from the perspective of their own specialties the future of the Projects to Advance Creativity in Education (PACE) program funded under ESEA Title III. The 17 individually authored reports approach the problem of whether or not this innovative and creative program has been afflicted with loss of imagination, and evaluate other problems related to the future of PACE. Points of focus include (1) curriculum and subject disciplines, (2) students, (3) school organization, (4) computer technology, (5) supplementary service centers, (6) school community relations, and (7) operation, priorities, and evaluation of PACE. The consultants unanimously conclude that turnover of ESEA Title III to the States and categorization of 15 percent of PACE funds for the handicapped are examples of waning Federal freshness, dynamism, and dedication brought about by political manipulation and changes in USOE staff responsible for PACE. Politics, lack of imagination, and lack of organization are also plaguing the program at the State level, although its strength does continue at the local level. On the whole, the consultants find that PACE remains healthy, but with signs of premature old age. Recommendations to enrich PACE are made and recommendations of the first five reports are recapitulated. (TT)

ED 025 863 EC 001 859
Margolin, Reuben J., Ed.
Curriculum Materials Developed from a Conference on the Juvenile Court and Vocational Rehabilitation (April 4-6, 1967, Boston, Massachusetts).

Northeastern Univ., Boston, Mass. Dept. of Rehabilitation and Special Education.
Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date 67
Grant—VRA-9321
Note—102p.

EDRS Price MF-\$0.50 HC-\$5.20
Descriptors—Adolescents, Conference Reports, Counseling, Counselor Role, Courts, Crime, *Delinquency, Delinquency Causes, Delinquency Prevention, Delinquent Rehabilitation, *Exceptional Child Services, Federal Aid, Grants, Interagency Cooperation, Psychological Needs, Rehabilitation Programs, Responsibility, School Role, Social Factors, Special Services, State Programs, *Vocational Rehabilitation, Work Attitudes, Workshops, Youth Agencies

An introduction explaining the need for a workshop on the juvenile court and vocational rehabilitation opens this conference report. Papers presented include "Educational Aspects of Delinquency: Its Implications for Vocational Rehabilitation" by William C. Kvaraceus, "Psychological Aspects of Delinquency: Implications for Vocational Rehabilitation" by Joseph L. Massimo, "Some Sociological Aspects of Delinquency: Implications for Vocational Rehabilitation" by Stephen Schafer, "Legal Aspects of Delinquency: Juvenile Courts and Vocational Rehabilitation" by Ted Rubin, and "The Juvenile Court and Vocational Rehabilitation: Possibilities of Corporate Relationships" by Dorothy Singer. A section on "Practical Applications: Successful Programs in Rehabilitating the Delinquent" includes descriptions of the Family Court in Rhode Island and the Springfield Goodwill Industries Program. A brief commentary precedes each paper or section. The appendix lists workshop planning committee members, speakers, and participants. (LE)

ED 025 864 EC 002 463
Hensley, Gene, Ed. Buck, Dorothy P., Ed.
Cooperative Agreements Between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.; United Cerebral Palsy Association, New York, N.Y.
Pub Date Jun 68
Grant—VRA-546766
Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30
Descriptors—*Administration, Administrative Problems, Communication Problems, Cooperative Education, *Cooperative Programs, Cost Effectiveness, Educational Coordination, Equalization Aid, *Exceptional Child Education, Handicapped, Mentally Handicapped, State Agencies, State Federal Aid, *Vocational Education, *Vocational Rehabilitation, Work Study Programs

Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)

ED 025 865 40 EC 002 610
Special Education Curriculum Development Center; An In-Service Training Approach.

Iowa State Dept. of Public Instruction, Des Moines; Iowa Univ., Iowa City. Speech and Hearing Staff of State Services for Crippled Children; Special Education Curriculum Development Center, Iowa City, Iowa.

Spons Agency—Childrens Bureau (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2883-1

Pub Date Mar 68
Grant—MR13; OEG-3-7-002883-0499
Note—135p.

EDRS Price MF-\$0.75 HC-\$6.85

Descriptors—Educable Mentally Handicapped, *Exceptional Child Education, *Instructional Materials, Language Development, Learning Activities, Lesson Plans, *Mentally Handicapped, Speech Improvement, *Speech Therapy, Teaching Guides, *Teaching Methods, Trainable Mentally Handicapped

The principles of speech development in the mentally retarded are discussed, and practical suggestions are made for aiding development. Speech improvement is explained, with programs and activities outlined for the educable and teaching suggestions given for the trainable. Sample lesson plans are provided for the trainable level and for the educable on the primary, intermediate, and advanced levels. The bibliography lists 13 professional resources and 44 children's books. An appendix annotates a variety of commercially available instructional materials and lists suggestions for teacher-made materials or activities. A form is provided for teacher evaluation of the lessons. (JD)

ED 025 866 EC 002 651

Best, Harry
Public Provision for Epileptics in the United States.

Pub Date [65]
Note—216p.
Available from—Tycos Shipping Service, Inc., 788 Bloomfield Avenue, Clifton, New Jersey 07012 (\$8.50).

EDRS Price MF-\$1.00 HC-\$10.90
Descriptors—Clinical Diagnosis, Employment Opportunities, *Epilepsy, Etiology, *Exceptional Child Education, Institutional Administration, Institutional Facilities, Institutions, Legislation, National Demography, Private Agencies, *Special Health Problems, Statistical Data

A sociological study, the text reports data concerning epilepsy and public provisions for the epileptic. The general state of persons with epilepsy is discussed in terms of definition, general conditions, etiology, recovery or improvement, numbers in the United States, trends in numbers, sex distribution, age distribution, age at onset, race and nativity, other defects, death rates, marital status, and amount of schooling. The following areas are also examined: the legal treatment of persons with epilepsy through legislation and judicial decisions; institutional provisions for persons with epilepsy, including organization of institutions, general regulations, work of institutions, costs, private benefactions, county and city institutions, numbers in regular day schools, numbers in institutions with mental defectives or mentally ill, and private institutions; and non-institutional provisions of employment, colonies, and parole. Public and private organizations concerned with persons who are epileptic are mentioned, and conclusions about work for persons with epilepsy in the United States are presented. Six appendixes provide data on habits of temperance, clinical diagnoses, discharge rates, ratios of residential placement by states, residential admissions by age and diagnosis, and admissions and separations from institutions. The bibliography contains 909 references. (DF)

ED 025 867 EC 002 853
A Continuing Program for Mentally Retarded Pupils in the Warwick Public Schools, Grades 7-12.

Warwick School District, R.I.

Pub Date Sep 67
Note—55p.

EDRS Price MF-\$0.25 HC-\$2.85
Descriptors—Activity Learning, Activity Units, Citizenship Responsibility, Consumer Education, *Curriculum, Curriculum Guides, Educable Mentally Handicapped, *Exceptional Child Education, Family Life Education, Health Education, *Homemaking Education, *Mentally Handicapped, Secondary School Students, Student Adjustment, *Vocational Education, Work Experience Programs

A job training and work experience program for educable mentally handicapped (EMR) students in grades 7 to 12 is presented in this curriculum guide. The EMR student is defined and the parent teacher relationship, organization of educable classes, overall goals of secondary instruction, and the instructional work experience program (including the purpose and criteria for

admission, are described. Units included cover home, school, and community living; basic health needs; nutritional needs; management of materials and money; finding and applying for a job; and study of available vocational opportunities. Each unit gives objectives and the unit summary as well as approach, core, and culminating and evaluation activities. Classroom activities in this activity learning program are related to the work experience. Appendixes are copies of forms covering parent-student-school agreement, student information, student school agreement, student progress, and the certificate of achievement. Vocational rehabilitation services and an 18-item bibliography are also included. (SN)

ED 025 868 EC 002 888

Scouting for the Mentally Retarded.

Boy Scouts of America, New Brunswick, N.J.

Pub Date 67

Note—43p.

Available from—Boy Scouts of America, New Brunswick, New Jersey 08903.

Document Not Available from EDRS.

Descriptors—Camping, *Community Programs, *Exceptional Child Services, Games, Group Instruction, Group Membership, Hobbies, Leadership Responsibility, Leisure Time, Males, *Mentally Handicapped, *Organizations (Groups), Physical Activities, *Recreation, Singing, Voluntary Agencies, Youth Programs
Identifiers—Boy Scouts of America

The handbook for leaders discusses ways in which scouting helps and how the unit serves the boys. Advancement, rank, and the boys are discussed; boy scout tests (tenderfoot and second class interpretation for mentally retarded boys), group activities, and a sample ceremony are detailed. Listings are given of membership provisions, helps for leaders, 20 scout publications, and 23 references. (LE)

ED 025 869 EC 002 906

Zigmond, Naomi K. Cici, Regina

Auditory Learning, Dimensions in Early Learning Series.

Pub Date 68

Note—90p.

Available from—Dimensions Publishing Company, San Rafael, California 94903 (\$2.50).

Document Not Available from EDRS.

Descriptors—Audition (Physiology), Auditory Discrimination, *Auditory Evaluation, Auditory Perception, *Auditory Training, Aural Learning, *Exceptional Child Education, Instructional Materials, *Language Development, Learning Disabilities, Listening Comprehension, Parent Influence, Preschool Children, *Teaching Methods, Tests

The monograph discusses the psycho-physiological operations for processing of auditory information, the structure and function of the ear, the development of auditory processes from fetal responses through discrimination, language comprehension, auditory memory, and auditory processes related to written language. Disorders of auditory learning stemming from brain dysfunction (agnosia, aphasia, dyslexia), lack of discrimination ability, poor sequencing ability, or neurogenic learning disorders are discussed. Auditory learning is evaluated and an annotated list of test sources is given encompassing hearing evaluation, infant and preschool tests, picture vocabulary, intelligence, readiness, memory, analysis, specific auditory abilities, synthesis, and research batteries. Suggestions made for teaching both preschool and school age children include methods for developing attention span, auditory discrimination and perception, memory, and language development. A list of teaching materials, 18 annotated references for parents and teachers, and a 50-item annotated bibliography are provided. (JB)

ED 025 870 EC 002 911

Proceedings, Conference on New Processes for Braille Manufacture (American Printing House for the Blind, Louisville, Kentucky, February 8-9, 1968).

Massachusetts Inst. of Tech., Cambridge. Sensory Aids Evaluation Development Center.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Social and Rehabilitation Service; Hartford Foundation, New York, N.Y.

Pub Date 68

Contract—SAV-1057-67

Note—86p.

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors—*Braille, Computers, Educational Equipment, Electromechanical Aids, *Exceptional Child Education, Instructional Aids, Instructional Materials, Machine Translation, Mathematics, Mechanical Teaching Aids, Reading, Sensory Aids, Tactile Adaptation, Teaching Machines, *Technology, *Visually Handicapped

The proceedings include papers on computer translated braille (grade 2, display devices, recent developments), the new braille translation program and research at the American Printing House for the Blind, the braille electric typewriter, the Massachusetts Institute of Technology braille embosser, the braille reader, and braille transmission for the Instructional Materials Center for the Visually Handicapped in Chicago. Also considered are the professional activities of blind programmers, higher level computer language for computer translations, the math translation program, braille out-puts from reading machines, IBM's role in research and development of aids for the blind, automatic braille translation in Germany, conversion of compositor's tape to braille, and planning for computerized braille. A list of participants and an appendix of the conference agenda are included. (LE)

ED 025 871 EC 002 928

Herbert, John Swayze, John

Wireless Observation. Horace Mann - Lincoln Institute Papers.

Columbia Univ., New York, N.Y. Horace Mann-Lincoln Inst. for School Experimentation.

Pub Date 64

Note—35p.

Available from—Bureau of Publications, Teachers College, Columbia University, 525 West 120th Street, New York, New York 10027.

Document Not Available from EDRS.

Descriptors—*Audio Equipment, Classroom Communication, Data Collection, Electric Batteries, Equipment, Evaluation, *Exceptional Child Education, Information Processing, Interaction, Interaction Process Analysis, Legal Responsibility, Microphones, *Observation, Performance, Recordkeeping, School Visitation, Sound Tracks, Tape Recorders

Use of the combination of a wireless microphone, FM receiver, and stereophonic tape recorder to get a full, clear, permanent record of classroom interaction is discussed. A description of the equipment and its operation, including the simultaneous use of two or more sound tracks and of the uses of this technique is provided. Also mentioned are origins of the technique; a new perspective in classroom observation; the functions, selection, and training of observers; and reactions of the subjects. Analysis and transcription of tapes are explained; ethical and legal questions raised by electronic observation are considered. Technical suggestions made involve selection of a system, transmitters, microphones, receivers, tape recorders, and field procedures. Advantages of using the technique are stated. Six references are provided, along with a list of equipment, manufacturer's specifications, and sources. (RP)

ED 025 872 40 EC 002 931

Meyen, Edward L. Carr, Donald L.

A Social Attitude Approach to Sex Education for the Educable Mentally Retarded. In-Service Training Materials for Teachers of the Educable Mentally Retarded, Session III.

Iowa State Dept. of Public Instruction, Des Moines; Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2883-6

Pub Date [67]

Grant—OEG-3-7-002883-0499

Note—302p.

EDRS Price MF-\$1.25 HC-\$15.20

Descriptors—Adjustment (to Environment), *Curriculum, Curriculum Guides, Educable Mentally Handicapped, Emotional Development, *Exceptional Child Education, *Health, Health Education, Interpersonal Competence, *Mentally Handicapped, Personal Growth, Physical Development, Sex Education, Social Attitudes, Social Development, *Social Values
Designed for educable mentally handicapped children, these lessons on social attitudes stress

sex education and also present broader coverage of information relevant to the development of social skills. The pre-primary unit, for ages 4 to 7, includes lessons on healthy body image, proper toilet habits, male and female roles, sequence of growth, respect for others, and good self-image. Social development, growth, differences in people, understanding negative feelings, and human reproduction are covered in the primary section, for ages 7 to 9. The intermediate section, for ages 9 to 13, treats embryo and fetal development, social and physical development, and emotional and physical aspects of sexual maturation. For the advanced section, intended for ages 14 and over, blocks are given on personality, heredity, environment, basic needs, and emotions; adults, authority, the peer group, dating, premarital sexual relations, venereal diseases, smoking, alcohol, drugs, and sexual deviants; and marriage and family living. The lessons are illustrated and contain lists of resource materials. The guide concludes with a 75-item bibliography, a list of four kinds of instructional aids, and a list of books, pamphlets, and periodicals for suggested reading. (LE)

ED 025 873 EC 003 023

MR 68: The Edge of Change. A Report to the President on Mental Retardation, Program Trends and Innovations, with Recommendations on Residential Care, Manpower, and Deprivation.

President's Panel on Mental Retardation, Washington, D.C.

Pub Date 68

Note—36p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.50).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Clinical Diagnosis, Day Care Programs, Depressed Areas (Geographic), *Disadvantaged Youth, Economic Disadvantage, *Exceptional Child Services, Financial Support, Health Services, Institutional Environment, Institutional Facilities, *Mentally Handicapped, *Personnel Needs, Professional Education, Professional Personnel, Program Development, *Residential Care

Significant changes in the diagnosis, study, and treatment of mental retardation are documented, and the long-range trend toward including mental retardation services in programs for all handicapped persons is described. Recommendations are made in three major need areas: residential care for the retarded, manpower for mental retardation programs, and mental retardation in poverty neighborhoods. Photographic illustrations, figures, and graphs are provided. (LE)

ED 025 874 EC 003 027

State Laws Pertaining to Phenylketonuria as of November 1966.

Childrens Bureau (DHEW), Washington, D.C.

Pub Date 67

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Dietetics, Diseases, *Exceptional Child Services, Genetics, Health Services, Heredity, *Identification, *Infants, *Legislation, Medical Treatment, *Mentally Handicapped, Prevention, Preventive Medicine, Screening Tests, State Agencies, State Legislation, State Programs

Identifiers—Phenylketonuria, PKU

The texts of laws relating to phenylketonuria are presented for the 37 states having such legislation in November 1966. (LE)

ED 025 875 EC 003 036

Report on Operations and Results of Special Educational Programs for Educationally Handicapped Minors.

California State Dept. of Education, Sacramento.

Pub Date 67

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Academically Handicapped, *Administration, Educational Facilities, Educational Finance, *Educational Needs, *Exceptional Child Research, Financial Support, Inservice Teacher Education, *Learning Disabilities, Legislation, Personnel Needs, Program Evaluation, Program Improvement, Special Classes, *State Programs, State Surveys, Student Transportation, Teacher Education

Identifiers—California

In the school year 1966-67, 283 districts in California (24% of all districts) serving 77% of the state's school children offered special classes for 16,307 educationally handicapped minors, 0.38% of the total school population. Upon a listing of both favorable areas and problems, recommendations were made to provide a current apportionment of state funds for all handicapped programs; initiate a grant program for teacher training in special education; evaluate current provisions of the school housing aid to exceptional children; provide state reimbursement for excess expenses (equitable funding of learning disabilities groups and extraordinary transportation costs); make a study of manpower needs of teaching exceptional children, including assessment of the capabilities and programs of colleges and universities; and extend the services of state and county departments of education to provide coordination and development of inservice training and consultation to teachers and programs for the educationally handicapped. Five appendices give charts and tables on program growth, enrollment, and sources of teachers. (SN)

ED 025 876 EC 003 205

Lencione, Ruth M., Ed.

Cleft Palate Habilitation: Proceedings of the Annual Symposium on Cleft Palate Habilitation (5th, Syracuse University, New York, May 11-12, 1967).

Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation.

Pub Date 68

Note—176p.

Available from—Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 (\$4.95, clothbound; \$3.50, paperbound).

Document Not Available from EDRS.

Descriptors—Academic Achievement, Anatomy, Articulation (Speech), Aurally Handicapped, Behavior, Cleft Lip, *Cleft Palate, Clinical Diagnosis, Dentistry, *Exceptional Child Research, Hearing Loss, Intellectual Development, Interdisciplinary Approach, Language Development, Medical Treatment, Personality, Prosthesis, Speech Evaluation, *Speech Handicapped, Speech Pathology

With emphasis on the growing interdisciplinary approach to the treatment of cleft palate, Ruth M. Lencione introduces the subject covering incidence, causes, and classification. Richard B. Stark discusses surgery of the primary pharyngeal flap and E. Harris Nuber presents a review of the literature on hearing problems. Aubrey L. Ruess examined psychological and social phenomena relevant for understanding persons with cleft palates; Mohammad Mazaheri and William H. Olm discuss prosthodontics and orthodontic considerations with pictorial clarification. Joanne D. Subtelny evaluates palatopharyngeal valving and Harold Westlake describes speech learning in cleft palate children. References follow each chapter. (JB)

ED 025 877 EC 003 253

Love, Harold D., Ed.

Mental Retardation: A Basic Guide.

Pub Date 68

Note—281p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704.

Document Not Available from EDRS.

Descriptors—Community Responsibility, Emotional Adjustment, Etiology, *Exceptional Child Education, Identification, *Mentally Handicapped, Mental Retardation, Parent Attitudes, Physical Education, Psychomotor Skills, Recreation, Research Reviews (Publications), Special Classes, State Programs, Teachers, Teaching Methods, Voluntary Agencies

Designed as a guideline for parents and teachers, the book includes material prepared by the author as well as papers by others. Advice to parents and the emotional reactions and adjustment of parents are described. A historical survey of mental retardation is presented as are causes of retardation and current research in the field. The following are also discussed: community and state responsibility for the retarded; education, recreation, and physical education; and methods for the prevention and treatment of mental retardation. A 120-item selected bibliography is included. (RP)

ED 025 878 EC 003 258

Love, Harold D.

Teaching the Educable Mentally Retarded.

Pub Date 68

Note—314p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704.

Document Not Available from EDRS.

Descriptors—*Curriculum, Educable Mentally Handicapped, *Exceptional Child Education, *Mentally Handicapped, Parent Attitudes, Perceptual Motor Coordination, Psychological Evaluation, Research Reviews (Publications), Sensory Training, Social Development, Teacher Qualifications, Teaching Methods, Tests, Units of Study (Subject Fields), Vocational Education, Work Study Programs

Identifiers—E O Seguin, J M Itard, M Montessori

The text discusses the behavior, evaluation, and education of mentally retarded children. Harold D. Love presents an overview of the retarded, a description of intelligence and personality tests, and a historical survey of retardation; Virginia Cantrell reviews the educational philosophies and methods of Itard, Seguin, and Montessori. Shirley K. Henderson, Loreta Holder, and Mary K. Steward discuss curricular approaches emphasizing the integrated life experience, and curriculum and methodology for teaching reading, writing, spelling, arithmetic, physical education, music, and art. Also included are Love's paper on parental attitudes toward their retarded children and Philip C. Chin's on high school work-study programs for the educable retarded. (LE)

ED 025 879 EC 003 260

Research Relating to Emotionally Disturbed Children.

Children's Bureau (DHEW), Washington, D.C. Children's Bureau Clearinghouse for Research in Child Life.

Pub Date 68

Note—190p.

EDRS Price MF-\$0.75 HC-\$9.60

Descriptors—Behavior, Behavior Patterns, *Bibliographies, Children, Clinical Diagnosis, Community Programs, *Emotionally Disturbed, Etiology, *Exceptional Child Research, Family Relationship, Identification, Individual Characteristics, Longitudinal Studies, Medical Treatment, Psychological Characteristics, Psychological Services, Psychological Tests, Psychosis, Psychotherapy, *Research Reviews (Publications)

The 842 research projects on emotional disturbance which have been reported to the Children's Bureau Clearinghouse for Research in Child Life since 1956 are listed. Projects are classified into the following categories: general studies; incidence and prevalence; etiology; identification, diagnosis, and classification; psychological testing; psychological and other characteristics; psychoses; associated manifestations; treatment methods; treatment facilities; community programs; and children with disturbed parents and siblings. Each entry states title, dates of study, issue of Research Relating to Children in which the project was listed, principal investigators with addresses, and publication references. Studies reported in Bulletin 21, followup and longitudinal studies, and other Clearinghouse publications are listed. An investigator index is provided. (LE)

ED 025 880 EC 003 261

Curriculum Guide for the Educable Mentally Handicapped.

South Carolina State Dept. of Education, Columbia. Div. of Instruction.

Pub Date 68

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—*Curriculum, Educable Mentally Handicapped, *Exceptional Child Education, Guidelines, Instructional Materials, Intermediate Grades, Junior High Schools, Language Arts, *Mentally Handicapped, Music, Primary Grades, Program Administration, Sciences, Senior High Schools, Social Studies, State Curriculum Guides, State Laws, Teaching Methods

Identifiers—South Carolina
Focusing on the general objectives of emotional, social, and academic development, and economic and physical growth, five areas of curriculum are described. The area of language arts includes motor, oral sensory development in readiness, habits and attitudes, reading, writing, spelling, and language. Arithmetic instruction is divided into primary, intermediate, and secondary levels; science and social studies concepts are presented for primary, intermediate, and junior

and senior high levels. Singing and rhythms are included in music education. Appendixes list information on instructional materials centers and state guidelines for classes for the educable retarded. (RP)

ED 025 881 EC 003 320

Katz, Elias

The Retarded Adult in the Community.

Pub Date 68

Note—267p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$10.75).

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), *Adult Education, Behavior Problems, Case Records, Clinical Diagnosis, *Community Programs, Counseling Services, Evaluation, *Exceptional Child Services, Individual Needs, Job Training, *Mentally Handicapped, Parent Counseling, Personal Adjustment, Sheltered Workshops, Social Adjustment, Vocational Adjustment, *Vocational Rehabilitation

The discussion of a series of questions with case illustrations delineates the problems and possibilities of helping retarded adults become valuable, productive members of society. Among topics considered are the definition of retarded adults in the community, the need for concern, and community evaluation and needs of the retarded adult. Also discussed are the way in which the general and vocational needs of retardates of different levels of ability may be met, and the availability of parent counseling. Principles and services underlying an effective community program are enunciated, and attention is directed to six illustrative community approaches to program planning and to current trends and ideas for further program development. An appendix presents an array of direct services for the retarded and a report of an on-the-job training project; each chapter includes a series of questions for discussion and its own list of pertinent references. (DF)

ED 025 882 EC 003 321

Oswin, Maureen

Behaviour Problems Amongst Children With Cerebral Palsy.

Pub Date 67

Note—93p.

Available from—The William and Wilkins Company, 428 Preston Street, Baltimore, Maryland 21202 (\$4.85).

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), Attitudes, *Behavior, Behavior Problems, Case Records, Cerebral Palsy, Child Development, Education, *Environmental Influences, *Exceptional Child Education, *Family (Sociological Unit), Family Influence, Family Problems, Hospitalized Children, Learning Difficulties, *Physically Handicapped, Research Reviews (Publications), Self Concept, Teaching Methods

Based on 6 years of work with cerebral palsied children, the thesis considers types and causes of cerebral palsy, the life pattern of the child with cerebral palsy from early years to adolescence, and the effect of the handicapped child on his parents and family. Literature on behavior disorders is reviewed, and kinds of behavior problems are described. Causes of behavior problems considered are the handicap of cerebral palsy itself and the environment and home; some solutions are suggested for the cerebral palsied child in school. Case histories are cited. (LE)

ED 025 883 40 EC 003 365

Neiworth, John T. And Others

Influences of an Advance Organizer on the Verbal Learning and Retention of Educable Mental Retardates: A Comparison of Educable Mentally Retarded and Intellectually Normal Performances. Final Report.

Delaware Univ., Newark.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2122

Pub Date 31 Aug 68

Grant—OEG-1-6-06122-1570

Note—105p.

EDRS Price MF-\$0.50 HC-\$5.35

Descriptors—Average Students, *Cognitive Processes, Educable Mentally Handicapped, *Exceptional Child Research, Intelligence Dif-

ferences, Intelligence Level, *Learning, Learning Characteristics, Learning Processes, Learning Theories, *Mentally Handicapped, Reading Level, Retention, Retention Studies, *Teaching Methods, Verbal Learning

Two introductory passages, one regular passage, and one experimental advance organizer passage developed to facilitate initial learning were assigned to normal and retarded children. The subjects were 184 normal 8-year-olds (controls' mean IQ 118.00, organizers' 118.80) and 184 educable mentally retarded 15-year-olds (EMR controls' mean IQ 74.85, organizers' 76.06). No student had a reading level below 3.5 and the means for all groups exceeded 4.0 grade equivalents. All then studied a learning passage and responded to an achievement test which was readministered 2 weeks later. Normal organizer exceeded normal control performances on both immediate and delayed retention measures (p.05) but no significant differences between EMR organizer and control groups were found on either retention measure. It was speculated that the EMR-normal differences other than reading achievement and mental age were responsible for the differential utility of the advance organizer. Instructional practice in EMR classes, emphasizing concrete to abstract and specific to general subject matter sequencing, was suggested as antagonistic to advance organizer strategy and possibly responsible for the results. (Author/ID)

ED 025 884 48 EC 003 387

Chest, Stella, Ed. Thomas, Alexander, Ed.
Annual Progress in Child Psychiatry and Child Development.

Pub Date 68

Note—565p.

Available from—Robert Brunner, Inc., 80 East 11th Street, New York, New York 10003 (\$15.00).

Document Not Available from EDRS.

Descriptors—*Behavior, Child Abuse, *Child Development, Child Psychology, Disadvantaged Youth, Emotionally Disturbed, *Environmental Influences, Etiology, *Exceptional Child Research, Followup Studies, Infancy, *Learning, Learning Characteristics, Learning Disabilities, Mentally Handicapped, Parent Child Relationship, Perceptual Development, Preschool Learning, Psychiatry, Psychotic Children

Selected studies of infant development concern biological rhythms, pattern preferences, sucking, and Negro-white comparisons. Sex, age, state, eye to eye contact, and human symbiosis are considered in mother-infant interaction. Included in pediatrics are child development and the relationship between pediatrics and psychiatry. Environmental influences on learning which are discussed are optimal environment, parental influence, and teacher appraisal; learning disturbances include reading disability and stimulus competition. Learning patterns and violence in disadvantaged children are described; and familial mental retardation, social class and mental illness, psychopathology, obstetric complications, and behavior problems are discussed. Also mentioned are depression, behavior therapy, emotional reactions, cryptorchism, home visits, social class and mental illness, a followup study of infantile psychosis, schizophrenic twins, perceptual and motor discrimination in psychotic and normal children, and psychosis of childhood. Neglected and abused children are also considered. (RP)

ED 025 885 40 EC 003 475

Bonfield, John R.

Predictors of Achievement for Educable Mentality Retarded Children. Final Report.

Pennsylvania State Univ., University Park.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-9-2082

Pub Date Sep 68

Grant—OEG-0-8-082082-3593(032)

Note—136p.

EDRS Price MF-\$0.75 HC-\$6.90

Descriptors—*Achievement, Achievement Tests, Age Differences, Arithmetic, Educable Mentally Handicapped, *Exceptional Child Research, Group Tests, Individual Tests, Institutionalized (Persons), *Mentally Handicapped, Predictive Ability (Testing), Predictive Validity, Reading, Reading Achievement, Testing, *Tests

A study of institutionalized educable mentally handicapped children (EMR's aged 6-7 to 12-6)

was designed to evaluate the use of subtest combinations and learning tasks as predictors of achievement compared to single individual and group tests. Fifty-one subjects received a pretest battery of six individual tests, one group test, three learning tasks, and the criterion achievement measures of three subtests from the Wide Range Achievement Test (WRAT) and the New York Achievement Test (NYAT). After 7 months the learning tasks, WRAT, and NYAT were readministered. Results indicated that overall achievement of young institutionalized EMR's will be predicted with higher validity both by a combination of the Auditory-Vocal Association and Auditory-Vocal Automatic subtests from the Illinois Test of Psycholinguistic Abilities, the Picture Vocabulary subtest from the Pictorial Test of Intelligence, and the Number Facility and Perceptual Speed subtest from the Primary Mental Abilities Test (correlation coefficient—.779), and by a regression equation developed from a multiple regression analysis of selected subtests than by any single individual or group test. The better predictors of achievement for the oldest group were subtests which can be administered to groups; individually administered tests were better predictors at younger ages. (RP)

ED 025 886 48 EC 003 476

Rosenberg, Sheldon

Problems of Language Development in the Retarded: A Discussion of Olson's Review. Studies in Language and Language Behavior, Progress Report IV.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-1784

Pub Date 1 Sep 68

Contract—OEG-3-6-061784-0508

Note—16p.; Speech at Peabody-NIMH Conference on Social-Cultural Aspects of Mental Retardation (Nashville, Tennessee, June 1968).

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Biological Influences, Environmental Influences, *Exceptional Child Research, Grammar, *Language, Language Development, Language Enrichment, Language Learning Levels, Linguistics, Maturation, Measurement Instruments, Measurement Techniques, *Mentally Handicapped, Psycholinguistics, Research Reviews (Publications), Training, Transformation Theory (Language)

A discussion of research in the area of retardation influenced by recent developments in psycholinguistics, the problem of language assessment, and the problem of language training, first considers a review by D.R. Olson on language, the concept of transformational grammar, syntactic structure of sentences, the acquisition of linguistic meaning, and the interaction between innate biological factors and environmental influences. Studies on the language of the retarded are cited which indicate a connection between motor or chronological development and language development and which imply that language development in the retarded is slower rather than qualitatively different from that of normal children. Criticism is directed toward the Illinois Test of Psycholinguistic Abilities and the Peabody Language Development Kit on the grounds that neither is based on a viable model of linguistic competence and performance and that neither reflect recent work in the area of developmental psycholinguistics. Minimal requirements for a language assessment device are outlined in transformational terms as are hypotheses for research in language training. (RP)

ED 025 887 48 EC 003 477

Semmel, Melvyn I. And Others

The Brain as a Mixer, II. A Pilot Study of Central Auditory Integration Abilities of Normal and Retarded Children. Studies in Language and Language Behavior, Progress Report Number VII.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-1784

Pub Date 1 Sep 68

Contract—OEG-3-6-061784-0508

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Auditory Evaluation, *Auditory Perception, Auditory Tests, Children, Educable Mentally Handicapped, *Exceptional Child

Research, *Identification, Learning Disabilities, Males, Measurement Techniques, *Mentally Handicapped, Minimally Brain Injured, *Neurological Defects, Neurologically Handicapped, Perception, Sensory Integration, Testing

To explore the binaural integration abilities of six educable mentally retarded boys (ages 8 to 13) and six normal boys (ages 7 to 12) to detect possible brain injury, an adaptation of Matzker's (1958) technique involving separating words into high and low frequencies was used. One frequency filter system presented frequencies from 425 to 1275 cycles per second (Hz) in one band and 2550 to 6800 Hz in the other; the second system presented frequencies from 637 to 1275 Hz and from 2550 to 5100 Hz. Subjects were asked to repeat 10 words from Thorndike's 1929 word list presented in each of four conditions: high frequencies only, low frequencies only, high and low frequencies to separate ears (integration), and both frequencies to both ears (normal). The integration and binaural normal conditions were the only two conditions useful for assessing auditory integration. The second system produced higher mean errors under each condition, but no significant differences were found between the retarded and normal groups in mean number of errors. Only one retardate and possibly one normal boy were suspected of even minimal brain injury. Suggestions are made for future research. (RP)

ED 025 888 48 EC 003 478

Semmel, Melvyn Greenough, Diane

Comprehension and Imitation of Sentences by Mongoloid Children as a Function of Transformational Complexity. Studies in Language and Language Behavior, Progress Report Number VII.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wayne County Intermediate

School District, Detroit, Mich.

Bureau No—BR-6-1784

Pub Date 1 Sep 68

Contract—OEG-3-6-061784-0508

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Cognitive Processes, Comprehension, *Exceptional Child Research, Generative Grammar, Kernel Sentences, *Language, *Mentally Handicapped, Mongolism, Negative Forms (Language), Trainable Mentally Handicapped, Transformation Generative Grammar, Transformations (Language), Verbal Stimuli, Verbal Tests

The effect of sentence complexity on the ability of 40 trainable mentally retarded mongoloids (median IQ 34.3) to comprehend and imitate verbally presented strings was examined in two studies. Comprehension ability was tested by asking each subject to indicate which of two pictures was being described in the sentence spoken by the examiner. Eight stimulus sentences were given for each pair of pictures, simple declarative or kernel, negative, passive, and negative passive. Kernel sentences were comprehended significantly more often than chance expectancy (p .08) but negative sentences less often than chance (p .02). Imitation of kernel sentences (obligatory transformations only) was significantly better than imitation of sentences in which optional transformations had been applied (p .05). No significant differences in accuracy of imitation were observed among the strings with optional transformations. Competence and performance variables were considered to affect the ability of trainables to deal with verbal stimuli and further studies emphasizing the negative marker are recommended. (Author)

ED 025 889 40 EC 003 483

Williams, Charles F. Johnson, George H.

A Pilot Evaluation of Instructional Material Centers. Final Report.

American Institutes for Research, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the

Handicapped.

Bureau No—BR-7-0438

Pub Date Jan 68

Grant—OEG-2-7-070438-3027

Note—145p.

EDRS Price MF-\$0.75 HC-\$7.35

Descriptors—Demonstrations (Educational), Evaluation Methods, *Exceptional Child

Research, Information Centers, Information Dissemination, Information Retrieval, Information Services, Inservice Teacher Education, Institutes (Training Programs), *Instructional Materials Centers, Libraries, Library Services, Material Development, *Program Evaluation, Publications, Surveys

A 9-month pilot evaluation of the developing Special Education Instructional Materials Center (SEIMC) Network utilized two approaches: a process evaluation with site visits to determine the status of activities at the SEIMC's at the universities of Wisconsin and Southern California; and a user survey of 588 mail questionnaires, follow-up interviews with 175 teachers, and interviews with 44 administrators. There were few differences between regions on major issues. Of the teachers and administrators in both regions, 90% were aware of the SEIMC's, and over half were familiar with the service programs. One-fourth of the teachers had visited a SEIMC library. Of the SEIMC's resources and staff time, 90% went to service functions (40% library, 10% evaluation). Both centers had become primary interfaces between the federal Bureau of the Handicapped, state divisions, local school districts, and university programs in special education. The primary communication link was publications, with Wisconsin's 1,700 circulation and California's 7,000. Teachers considered materials demonstrations at their meetings the most valuable service (centers averaged three a month); but the study found the five inservice training institutes by Wisconsin and California's several conferences most valuable. (Author/SN)

ED 025 890 40 EC 003 484

Kafarian, Haig
Study of Man-Machine Communications Systems for the Handicapped. Interim Report.
Cybernetics Research Inst., Inc., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0533

Pub Date 19 Aug 68

Grant—OEG-2-7-070533-4237

Note—149p.

EDRS Price MF-\$0.75 HC-\$7.55

Descriptors—*Audiovisual Instruction, Braille, Case Records, *Communication (Thought Transfer), Communication Skills, Cybernetics, Electromechanical Technology, Equipment Evaluation, *Exceptional Child Research, Input Output Devices, *Instructional Materials, Language Arts, Man Machine Systems, *Multiply Handicapped, Perceptual Motor Coordination, Systems Development, Typewriting

Identifiers—Cyberbrailier, Cybercode, Cybercom, Cybergenetics, Cybergloves, Cyberlamp, Cyberphone, Cyberplate, Cybersem, Cybertac, Cybertype, Cyberview, HAIBRL

Newly developed communications systems for exceptional children include Cybercom; CYBERTYPE; Cyberplace, a keyless keyboard; Cyberphone, a telephonic communication system for deaf and speech impaired persons; Cyberlamp, a visual display; Cyberview, a fiber optic bundle remote visual display; Cybersem, an interface for the blind, fingerless, and others with limited control; Cybertac, a tactile communications technique for the blind, utilizing palpable vibrations; Cyberbrailier, a system for simultaneous printing of braille and typed letters via Cybercode dual inputs; Cybergloves, transducer-fitted gloves, and HAIBRL, an unambiguous punctiform tactile communication system utilizing reference perforations. Three blind, five multiple impaired, two bilateral amputees, and two deaf subjects were tested on the new mechanisms using experimental instructional materials. The latter include Cybertype Exercise Series, a child's circus story guide, and language arts exercises. Initial results indicated that the systems were capable, reliable, and effective in assisting handicapped subjects to communicate. (Author/RP)

ED 025 891 40 EC 003 485

MacCubrey, Mary Katharine
Verbal Operant Conditioning of Young Mongoloid Children. Final Report.

Saint Anne's School, Arlington Heights, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-4038

Pub Date 13 Sep 68

Grant—OEG-0-8-084038-4465(032)

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—*Behavior, Behavior Change, Case Records, *Exceptional Child Research, Group Instruction, Institutionalized (Persons), Language Skills, Language Usage, Measurement Instruments, *Mentally Handicapped, Mongolism, *Operant Conditioning, Reinforcement, Speech Skills, Teaching Methods, Trainable Mentally Handicapped, Verbal Ability, *Verbal Development, Verbal Operant Conditioning

Operant conditioning techniques were used to modify verbal behavior in 18 institutionalized, trainable mentally handicapped mongoloids with chronological ages from 4-6 to 7-10 and mental ages from 2.0 to 2.10. Two instruments were constructed to evaluate language: a language test and a speech rating scale. Project leaders had no prior knowledge of the language test. The six children in group 1 received five 15- to 40-minute group conditioning sessions daily. Shaping was used to condition object and picture naming, descriptions of action pictures in work combinations, and discrimination of colors and polar opposites. Operant procedures were used to lengthen attention span and increase verbal production. The six children in group 2 spent 7 weeks in the enriched experimental environment, but received no conditioning; the six in group 3 remained in the institution. Five of six members of group 1 significantly increased their scores on the Stanford-Binet posttest, one from group 2 and none from group 3 increased significantly. On the speech rating scale, group 1 showed significantly greater improvement than group 2. Major changes were observed in the social behavior of the 12 subjects who resided in the research facility. (Author/RP)

ED 025 892 40 EC 003 486

Rarick, G. Lawrence Broadhead, Geoffrey A.
The Effects of Individualized Versus Group Oriented Physical Education Programs on Selected Parameters of Development of Educable Mentally Retarded and Minimally Brain Injured Children. Final Report.

Wisconsin Univ., Madison. Dept. of Physical Education.

Spons Agency—Joseph P. Kennedy, Jr. Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-7-1097

Pub Date 31 Aug 68

Grant—OEG-0-8-071097-1760

Note—205p.

EDRS Price MF-\$1.00 HC-\$10.35

Descriptors—Age Differences, *Art, Behavior Change, Educable Mentally Handicapped, Elementary School Students, Emotional Development, *Exceptional Child Research, Group Instruction, Individualized Instruction, Intellectual Development, *Learning Disabilities, *Mentally Handicapped, Minimally Brain Injured, Motor Development, Physical Activities, *Physical Education, Sex Differences, Social Development

The investigation examined the role of physical activity programs in the modification of the motor, intellectual, social, and emotional development of educable mentally retarded children and minimally brain injured children. Forty nine classes of children (275 educable mentally retarded and 206 minimally brain injured) participated in 20 weeks of instructional programs. Classes were randomly assigned to one of four treatments: two were physical education programs (one individually oriented, the other group oriented); one was an art program (Hawthorne effect); the fourth, a control (usual program). A battery of 32 tests was administered prior to and at the end of the experiment. Children in the special experimental programs elicited greater positive changes in their motor, intellectual, and emotional behavior than those in the control program. Of the special programs, the physical education programs were superior in modifying motor performance, the art program in altering emotional behavior, and neither was superior in modifying intellectual behavior. The individually oriented physical education program elicited greater gains than the group oriented program in measures of motor, intellectual, and emotional behavior. Positive behavior changes occurred more frequently in the older than younger, more often in the brain injured than the retarded, and more frequently in the boys than the girls. (Author)

ED 025 893 40 EC 003 525

Flint, Betty Margaret

The Child and the Institution; A Study of Deprivation and Recovery.

Pub Date 66

Note—180p.

Available from—University of Toronto Press, 1061 Kensington Avenue, Buffalo, New York 14215 (\$7.50).

Document Not Available from EDRS.

Descriptors—*Behavior, Behavior Change, Child Development, *Disadvantaged Youth, Emotional Adjustment, *Environmental Influences, *Exceptional Child Research, Facility Requirements, Individualized Programs, Infants, *Institutional Environment, Perceptual Motor Coordination, Play Therapy, Preschool Children, Self Care Skills, Social Adjustment, Staff Orientation, Volunteers

Identifiers—Neil McNeil Infants Home

To attempt to rehabilitate infants and preschool institutionalized children who were emotionally and culturally deprived, an experiment in environmental adaptation was established in a children's home. An original experiment involving nine children indicated the need to make staff and building changes. Inservice training emphasized child development and the individuality of each resident; volunteer mothers were recruited. Building modifications included child-sized facilities and stimulating materials. Staff members rated the 83 children on security scales appropriate to the child's age. A regular schedule of daily events and play therapy was established. The staff found that children gradually showed emotional, social, and speech development and became increasingly competent in self help skills. After 15 months, 44 children had been returned to their parents or placed in foster or adoptive homes. Results indicated that an institution could promote healthy development by recognizing the individuality of the children, providing close relationships with other people, encouraging initiative, and being consistent in care and discipline. Five case histories are provided. (RP)

ED 025 894 40 EC 003 530

McGrady, Harold J. Olson, Don A.

Visual and Auditory Learning Processes in Normal Children and Children with Specific Learning Disabilities. Final Report.

Northwestern Univ., Evanston, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2549

Pub Date Sep 67

Grant—OEG-3-6-062549-1752

Note—101p.

EDRS Price MF-\$0.50 HC-\$5.15

Descriptors—Age Differences, Auditory Discrimination, Auditory Perception, Average Students, *Exceptional Child Research, *Learning Disabilities, *Perception, Predictive Ability (Testing), Psychoeducational Processes, Response Mode, Sensory Integration, Testing, Verbal Tests, Visual Discrimination, Visual Perception

To describe and compare the psychosensory functioning of normal children and children with specific learning disabilities, 62 learning disabled and 68 normal children were studied. Each child was given a battery of thirteen subtests on an automated psychosensory system representing various combinations of auditory and visual intra- and intersensory conditions for verbal, nonverbal, nonsocial, and nonverbal-social stimuli. Comparisons were made between the normal children and the two types of learning disability groups (a school learning disability group and a clinic learning disability group). Two age groups of children were considered: 8-year-olds and 9-year-olds. The clinic learning disabilities appeared to have more acute disorders as a group than the school-derived population of learning disabilities. They made significantly more errors on verbal psychosensory functions, regardless of the sensory conditions. In addition, the 9-year-old group displayed significant problems of an auditory intrasensory nature. There was a generalized failure of the clinic learning disabilities to perform the tasks with speed equivalent to their comparison groups. The use of response time criteria seemed encouraging as an area for future investigation but test batteries need revision as items may have been too easy. (Author/RP)

ED 025 895 40 EC 001 752

A Planning Guide for Constructing and Equipping the Agriculture Occupations Facility (An Interim Report).

Illinois State Board of Vocational Education and Rehabilitation, Springfield.

Report No.—SER-B-MISC-NO-42

Pub Date Sep 67

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Agricultural Occupations, Color Planning, Construction Needs, Equipment, *Facility Guidelines, *Facility Requirements, Lighting, School Construction, *School Planning, Site Development

A guide by which adequate agricultural occupations facilities can be planned and developed for secondary school programs. Specific needs including—(1) site and location, (2) corridors and vestibules, (3) classrooms, (4) classroom equipment, (5) classroom storage, (6) conference rooms, (7) conference room equipment, (8) laboratories, (9) agricultural mechanics shop, (10) agricultural mechanics storage rooms, (11) greenhouse and nursery, and (12) land laboratories are discussed. (RH)

ED 025 896

EF 001 789

Centrifugal Pumps for Swimming Pools. National Sanitation Foundation Standard Number 17.

National Sanitation Foundation, Ann Arbor, Mich. Committee for Swimming Pool Equipment Standards.

Pub Date Jun 67

Note—30p.

Available from—National Sanitation Foundation, Headquarters, 2355 West Stadium Blvd., Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Building Equipment, *Equipment Standards, *Public Health, *Sanitation, *Swimming Pools

The pumps discussed herein are intended to be used for recirculating water in swimming pools, both public and private. Included are the basic components which may be a part of a pump such as the housing, strainer, impeller, valves, and such other parts as are attached or a part of the pump as supplied by the manufacturer. This standard is intended to apply to pumps of 3 HP size or smaller. Discussed are—(1) minimum requirements, (2) definitions, (3) materials, (4) design and construction, and (5) motors. Also included are testing conditions and procedures, and recommended practices for selection and installation. (RH)

ED 025 897

EF 001 886

Basic and Special Criteria for the Evaluation of Manually Activated and/or Coin Activated Vending Machines for Foods and/or Beverages. Revised February 1963.

National Sanitation Foundation, Ann Arbor, Mich.

Report No.—C-1

Pub Date Aug 58

Note—27p. Reprinted with Revisions February, 1963.

Available from—National Sanitation Foundation, Ann Arbor, Michigan (\$0.50)

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Equipment Standards, *Food Standards, Public Health, Sanitation, *Vending Machines

Appraisal of various types of manually activated and/or coin activated vending machines is discussed in this standard. The following are included—(1) introduction and definitions and discussion of various types of food and beverage vending machines, (2) general provisions including minimum requirements, alternate materials, and a classification of vending machines, (3) materials—surfaces, paints, solder, welding, (4) construction including general design and construction specifications, and (5) special features—louvers and overhangs, legs and feet, and safety requirements. (RH)

ED 025 898

EF 001 888

Food Service Refrigerators and Food Service Storage Freezers. Standard No. 7, Revised April 1966.

National Sanitation Foundation, Ann Arbor, Mich.

Pub Date Apr 66

Note—44p.

Available from—National Sanitation Foundation, Ann Arbor, Michigan

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—*Design, *Equipment Standards, *Food Service, Food Standards, *Public Health, *Refrigeration, *Sanitation

This standard covers the sanitation and performance requirements for new food service refrigerators and food service storage freezers of the type generally used in the food service industry. It covers cabinets operating in the freezers, above or below freezing temperature, designed for the storage or display of varieties of food products. Topics covered include reach-in refrigerators and reach-in frozen food cabinets, walk-in refrigerators and walk-in cabinets and open and closed refrigerators. This publication also includes a section on recommended installation procedures and practices. (RH)

ED 025 899

EF 001 890

Sand Type Filters for Swimming Pools. Standard No. 10, Revised October, 1966.

National Sanitation Foundation, Ann Arbor, Mich.

Pub Date Oct 66

Note—32p.

Available from—National Sanitation Foundation, Ann Arbor, Michigan (\$1.00)

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*Building Equipment, *Equipment Standards, *Public Health, *Sanitation, *Swimming Pools

Sand type filters are covered in this standard. The filters described are intended to be designed and used specifically for swimming pool water filtration, both public and residential. Included are the basic components which are a necessary part of the sand type filter such as filter housing, upper and lower distribution systems filter media, supporting material (when required) piping, valves, gauges, and other accessories as required for the proper function and operation of such filters. Standard includes—(1) minimum requirements, (2) definitions, (3) materials, and (4) design and construction. A final section includes recommendations for installation and operation. (RH)

ED 025 900

EF 001 891

Diatomite Type Filters for Swimming Pools. Standard No. 9, Revised October, 1966.

National Sanitation Foundation, Ann Arbor, Mich.

Pub Date Oct 66

Note—37p.

Available from—National Sanitation Foundation, Ann Arbor, Michigan (\$1.00)

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Building Equipment, *Equipment Standards, Public Health, *Sanitation, *Swimming Pools

Pressure and vacuum diatomite type filters are covered in this standard. The filters herein described are intended to be designed and used specifically for swimming pool water filtration, both public and residential. Included are the basic components which are a necessary part of the diatomite type filter such as filter housing, element supports, filter septa, mechanical cleaning devices and other similar accessories. Not included in this standard are filters which do not use a filter aid such as diatomaceous earth, processed perlite or similar material. Included in this standard are—(1) minimum requirements, (2) definitions, (3) materials, and (4) design and construction. A final section discussed recommendations for installation and operation. (RH)

ED 025 901

EF 002 017

Ossio, Nicholas A., Ed. Higher Education Facilities Classification and Inventory Procedures Manual.

National Center for Educational Statistics (DHEW), Washington, D.C.

Pub Date 68

Contract—OEC-51016

Note—113p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Order No. FS 5.251:25106, \$1.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Classrooms, *College Buildings, *Facility Inventory, *Federal Programs, Glossaries, *Higher Education, Interior Space, Offices (Facilities), Sanitary Facilities, *Space Classification, Study Facilities

Prepared as a guideline for reports on facilities in square feet quantities in response to the Higher Education General Information Survey and other requests for facilities data by the Office of Educa-

tion and other Federal and non-Federal agencies, facilities terminology is defined and numerically classified. Building area and room classification and inventory processes are described in detail. Building area is given six classifications—(1) gross area, (2) net assignable area, (3) custodial area, (4) circulation area, (5) mechanical area, and (6) construction area. The area classifications include definitions, descriptions, basis for measurement, limitations, and a graphic illustration of each term. Assignable and unassigned spaces are numerically coded by organizational unit, function, and type of room. In the type of room section inventory items are separately defined and described plus limitations and exclusions concerning each term. The final section contains the required report forms plus completion instructions. (NI)

ED 025 902

EF 002 074

Science Facilities for Mississippi Schools, Grades 1-12.

Mississippi State Dept. of Education, Jackson, Div. of Instruction.

Report No.—Bull-153

Pub Date May 62

Note—73p.

EDRS Price MF-\$0.50 HC-\$3.75

Descriptors—*Audiovisual Aids, Bibliographies, Biology Instruction, Chemistry Instruction, *Educational Specifications, Elementary School Science, *Facility Guidelines, Intermediate Grades, Physics Instruction, Science Equipment, *Science Facilities, Secondary School Science, *Standards

Prepared to assist those planning the construction of new science facilities on the elementary, intermediate, or secondary school level. Standards are outlined and specifications detailed. A statement of fifteen general principles for planning science facilities in secondary schools precedes a discussion of—(1) special facilities for different courses, (2) standards for furnishing laboratories, (3) suggestions for remodeling the present science laboratory, and (4) recommended audiovisual facilities. Facilities for science instruction in the elementary school and basic equipment requirements are discussed. A twenty point check list for the furnishing of a science room is also given. The appendices provide similar checklists for general science, biology, chemistry, and physics. The findings of science teachers' opinions regarding the relative importance of types of available equipment for laboratories are reported, and a bibliography is included. (FPO)

ED 025 903

EF 002 092

Listing of Food Service Equipment.

National Sanitation Foundation, Ann Arbor, Mich. Testing Lab.

Pub Date Jan 68

Note—274p.

Available from—National Sanitation Foundation, Testing Laboratory, 2355 West Stadium Boulevard, P. O. Box 1468, Ann Arbor, Michigan 48106 (\$1.00)

EDRS Price MF-\$1.25 HC-\$13.80

Descriptors—*Building Equipment, *Equipment, *Equipment Standards, *Food Service Industry, *Food Standards, Public Health, *Sanitation

A comprehensive listing of food service equipment including—(1) companies authorized to use the National Sanitation Foundation seal of approval, and (2) equipment listed as meeting NSF standards including soda fountains, spray-type dishwashers, dishwashing equipment, cooking equipment, commercial cooking and warming equipment, freezers, refrigerators, food preparation equipment, ice-making equipment, food vending machines, special equipment, cloth towel dispensers. A final section presents an index to company seal of approval numbers. (RH)

ED 025 904

EF 002 093

1968 Listing of Swimming Pool Equipment.

National Sanitation Foundation, Ann Arbor, Mich. Testing Lab.

Pub Date Apr 68

Note—26p.

Available from—National Sanitation Foundation, Testing Laboratory, 2355 West Stadium Boulevard, P. O. Box 1468, Ann Arbor, Michigan 48106 (\$0.50)

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Building Equipment, *Equipment Standards, *Public Health, *Sanitation, *Swimming Pools

An up-to-date listing of swimming pool equipment including—(1) companies authorized to display the National Sanitation Foundation seal of approval, (2) equipment listed as meeting NSF swimming pool equipment standards relating to diatomite type filters, (3) equipment listed as meeting NSF swimming pool equipment standard relating to sand type filters, (4) equipment listed as meeting NSF swimming pool equipment standard relating to automatic surface skimmers, (5) equipment listed as meeting NSF standard relating to centrifugal pumps, and (6) index to company seal of approval numbers. (RH)

ED 025 905 EF 002 094

Swimming Pool Water Treatment Chemicals and/or Processes. Standard No. 22.

National Sanitation Foundation, Ann Arbor, Mich.

Pub Date Feb 68

Note—42p.

Available from—National Sanitation Foundation, P. O. Box 1468, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Chemistry, Environmental Criteria, Facility Guidelines, *Public Health, Sanitation, *Sanitation Improvement, *Standards, *Swimming Pools, Water Resources

Chemicals or processes used or intended for use, in the treatment of swimming pool water are covered. Minimum public health limits or acceptability in regard to toxicity, biocidal effectiveness, and chemical behavior and analysis are presented. The appendices give guidelines to the scientific and statistically sound evaluations to determine the efficacy and safety of swimming pool water treatment chemicals or processes. (RH)

ED 025 906 EF 002 161

Hsia, Victor Wei-teh

Residence Hall Environment, A Comparative Study in Architectural Psychology.

Utah Univ., Salt Lake City. Dept. of Psychology.

Pub Date May 68

Note—138p. A thesis submitted in partial fulfillment of requirements for the degree of Master of Science, Department of Psychology, Univ. of Utah.

EDRS Price MF-\$0.75 HC-\$7.00

Descriptors—Behavior Patterns, *College Housing, *Dormitories, *Environmental Influences, Questionnaires, Space Utilization, Student Needs, *Student Opinion, Study Habits

Eight major findings are the result of an exploratory investigation into how students evaluate residence-hall environments and how they behave in them. Students report their own time allocation, space usage, study patterns, and need fulfillment. References and appendices include a sample questionnaire and improvements on residence hall facilities suggested by students. (JS)

ED 025 907 EF 002 200

Mogi, Hitoshi

General Guide for Community College System Physical Planning. 2nd Printing.

Hawaii Univ., Honolulu. Community College System.

Pub Date 66

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Architectural Programming, *Campus Planning, *Community Colleges, Construction Programs, Consultants, Developmental Programs, *Educational Objectives, *Facility Guidelines, *Master Plans, Physical Environment, Site Analysis, Site Development

Part I describes a general outline for producing long range development plans for the Hawaii Community College System. Long-range planning is defined and discussed in terms of basic elements of academic requirements, quality of campus, space requirements, environmental factors, administrative factors, and adjustment factors of the general plans. Development planning is discussed in terms of time, location, and capacity. Physical requirements discussions concern land use, land value, population density, traffic, intracampus characteristics, and campus circulation. Aesthetic standards and procedures for cost estimating are also outlined. Part II describes a master plan for consultant services and defines the purpose and function of the consultants. Consultants responsibilities in long-range development planning include review, collection, and analysis of existing data about the master plan, city zoning ordinances, health regulations, map

preparation, survey and analysis of physical conditions, land use, population distribution, topology, cost, landscape, utilities, and the preparation of drawings for presentation of the developmental plans to the community college system. (HH)

ED 025 908 EF 002 208

Program Cost Differentials at the University of South Florida, 1965-66, with History of Selected Related Factors of Institutional Operations.

University of South Florida, Tampa.

Pub Date Mar 68

Note—121p.

EDRS Price MF-\$0.50 HC-\$6.15

Descriptors—*Budgeting, Budgets, *Cost Effectiveness, Costs, *Educational Finance, Expenditure Per Student, Expenditures, Higher Education, *Operating Expenses, Operations Research, *Program Budgeting, Program Costs, Teacher Salaries

An analysis of expenditures and other financial factors in the University of South Florida. Part I is an analysis of fiscal factors related to the operation of the University for the 1965-66 fiscal year. Part II is a history of selected related factors of institutional operations. The data in both parts are presented in tabular form. (FS)

ED 025 909 EF 002 247

Farnsworth, Clayton

The Birth of a New Vocational-Technical Center. National Vocational-Technical Facility Planning Conference (Las Vegas, Nevada, May, 1967).

Pub Date May 67

Note—7p.; Paper presented at the National Vocational-Technical Facility Planning Conference

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Critical Path Method, Interinstitutional Cooperation, *Post Secondary Education, Public Relations, School Community Programs, *School Community Relationship, *School Shops, *Technical Education, *Vocational Education

Identifiers—PERT, Program Evaluation and Review Technique

The principal of the Southern Nevada Vocational-Technical Center at Las Vegas, Nevada, briefly outlines its development and function. The facility cost approximately 3 million dollars and was built on 390 acres of land purchased from the Federal government. The PERT method was used in planning. Instructional facilities, including those for auto body repair, auto mechanics, culinary arts, and educational TV center, serve some 350 high school students and about 650 adults as well as those post-high school students in the Manpower program. Public relations methods in this fast growing population area are emphasized. (HH)

ED 025 910 EF 002 252

Palmer, Fred M.

Public Address Systems. Specifications - Installation - Operation.

Pub Date Jan 66

Note—5p.; Presented at the Fifteenth Annual Meeting, Eastern Regional Group, National Association of Physical Plant Administrators, Hotel Biltmore, N.Y.C., Jan. 1966

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Acoustics, *Audio Equipment, Building Design, *Building Equipment, *Campus Planning, *Communications, *Construction Programs, Facsimile Communication Systems, Microphones

Provisions for public address in new construction of campus buildings (specifications, installations, and operation of public address systems), are discussed in non-technical terms. Consideration is given to microphones, amplifiers, loudspeakers and the placement and operation of various different combinations. (FS)

ED 025 911 EF 002 253

Showalter, Robert H.

Planning and Construction of College and University Buildings.

Pub Date Jan 65

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Architects, Building Design, *Campus Planning, College Buildings, *College Planning, *Committees, *Construction Programs, Facility Expansion, *Master Plans

Planning and the responsibility for planning lies with the administrative official responsible for construction, operation and maintenance of the

plant. Qualities which planning directors should possess are enumerated. Specific suggestions for more efficient planning and construction of higher education facilities are given as follows—(1) the maintenance of a strong central planning office, adequately manned with competent personnel which should be the center of all campus planning, (2) a good deal of attention should be given to the selection of structural, mechanical, and electrical engineers, (3) architects should be given a written program of requirements with supplementary instructions, a topographic map, and a report on any investigation of site foundation conditions, (4) the central planning office should have the authority to approve or disapprove subcontractors, (5) all supervisory personnel in the department of physical plant should review drawings and specifications, (6) the campus planning committee should be advisory only, (7) a program of regular building inspection must be maintained, and (8) an effort should be made to promote and maintain communications between departments. (NI)

ED 025 912 EF 002 254

Ruester, John T.

A Compendium on Carpeting in our Future.

Pub Date Oct 65

Note—37p.; Paper presented to The Central States Regional Assn. of Physical Plant Administrators, October 1965.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Acoustics, Bibliographies, *Building Materials, *Carpeting, Costs, *Flooring, *Maintenance

Information concerning the following considerations in the selection of carpeting for educational facilities is given—(1) characteristics of face yarns, pile, backing and underlayment, (2) carpet construction, (3) acoustical properties, (4) heat transfer properties, (5) fungistatic and bacteriostatic characteristics, (6) cost, and (7) maintenance. A selective bibliography containing books related to carpeting, cost comparison and carpet maintenance is included. (FS)

ED 025 913 EF 002 255

Field, M. F.

A Good University Physical Plant Organization and What Makes It Click. Revised July 1966.

Pub Date Nov 63

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Administrative Organization, Administrative Personnel, *Administrator Guides, Administrator Responsibility, *Budgeting, Job Training, Leadership Qualities, *Leadership Responsibility, *Organization, Safety

The organization and administration of a university or college physical plant department is dealt with specifically. The following aspects of a good physical plant department are discussed—(1) leadership, (2) organization, (3) communications, (4) budgetary support, (5) facilities and equipment, (6) skill of personnel, (7) design to serve, (8) safety, (9) loyalty, (10) resourcefulness, (11) training, and (12) morale. (FS)

ED 025 914 EF 002 256

Tanner, William A.

The Philosophy for Security and Law Enforcement on a College Campus.

Pub Date Oct 65

Note—14p.; Presented at 14th Annual Meeting, Southeastern Regional Physical Plant Administrators of Universities and Colleges. Troy State College, Troy, Alabama. October 17-20, 1965.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Colleges, *Law Enforcement, *Police, *Police Action, *Universities

The need for a professionally-oriented security and law enforcement department as an important adjunct to the educational processes of its institution is dealt with. Attention is given to the protective, preventive, investigative role of the campus security department in dealing with problems that affect college campuses such as larcenies, sex offenses, assaults, student disorders, and traffic. Consideration is also given to the educational role of the security department. The speaker's responses to questions from the audiences are included. (FS)

ED 025 915 EF 002 311

Floor Care. Resource Manual for Custodial Training Course #2.

Florida State Dept. of Education, Tallahassee. School Plant Management Section.

Pub Date 67

Note—105p.

Available from—Manager, Publications and Textbook Services, State Department of Education, Tallahassee, Florida

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—*Cleaning, *Carpentry, *Custodian Training, Equipment, *Flooring, Health Conditions, Infectious Diseases, *Maintenance, Methods, Safety, School Environment

The most widely accepted practices and recent developments in the floor maintenance field are presented as an aid to school custodians and administrators. It is important that operations and maintenance men develop inexpensive, efficient methods of treatment which will give the floor maximum protection and service, make it look its best, and enable it to be cleaned quickly and easily. Areas covered include—(1) types of floors, (2) daily floor cleaning, (3) periodic floor cleaning, (4) floor conditioning, (5) floor maintenance finishes, and (6) maintenance tips. (RK)

ED 025 916

EF 002 313

Sanitation in School Housekeeping, A Training Course for School Custodians.

Florida State Dept. of Education, Tallahassee. School Plant Management Section.

Pub Date May 65

Note—142p.

Available from—School Plant Management Section, State Department of Education, Tallahassee, Florida

EDRS Price MF-\$0.75 HC-\$7.20

Descriptors—*Cleaning, *Custodian Training, Dining Facilities, E Equipment, Health Conditions, Health Education, Health Facilities, Hygiene, Infectious Diseases, Locker Rooms, *Methods, Public Health, *Sanitation, School Environment, *School Maintenance, Standards

The most efficient and modern methods for cleaning and sanitizing school facilities are presented for the benefit of school custodians. Careful attention to the total school environment can be supportive of the general education program and at the same time make a sound contribution to the health and health education. Topics discussed include—(1) orientation and definitions, (2) basic bacteriology and chemistry, (3) cleaning and sanitizing methods, and (5) pest control. A bibliography is provided. (RK)

ED 025 917

EF 002 341

Evans, Ben H.

Lift-Shape Construction, An EFL Project Report. Texas A and M Coll., College Station. Architectural Research Group.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 62

Note—28p.

Available from—Publication Department, Texas Engineering Experiment Station, A. & M. College of Texas, College Station, Texas

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Building Design, Cement Industry, Construction (Process), Construction Costs, *Prestressed Concrete, *Structural Building Systems, *Test Construction

Research development of a construction system is detailed in terms of—(1) design and analysis, (2) construction methods, (3) testing, (4) cost analysis, and (5) architectural potentials. The system described permits construction of usual shapes without the use of conventional concrete formwork. The concrete involves development of a structural steel skeleton in such a way that it can be fabricated on a flat plane, sprung into final position, and coated with concrete or other sprayable materials. Photographs and diagrams illustrate development of both the system and actual construction. (MH)

ED 025 918

EF 002 343

Challenge - A Report Suggesting How an Old School Can Continue to Serve Youth if the Educational Program is the Prime Consideration.

Research Council of the Greater Cities Program for School Improvement, Chicago, Ill.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Jul 68

Note—49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—*Architectural Programming, Athletic Fields, *Cluster Grouping, Educational Demand, Educational Parks, High School Curriculum, *High School Design, High Schools, In-

structional Innovation, *School Buildings,

*School Construction, School Location

Western High School in Washington D. C. first opened its doors in 1890. It is still a structurally sound building but cannot, as it is presently designed, hope to fulfill the educational programs of the 1970's. Demands for change have come from students, faculty, parents, and the community at large. As envisaged, the new program would be an inquiry or problem-solving approach to education using a series of three or four clusters of classrooms, seminar rooms, independent study areas, and faculty offices to house the program. Ten different alternative architectural solutions are offered ranging from minor alterations to the present building to the construction of an educational park. Plans and schematic diagrams are pictured for each of the schemes. Rough cost estimates are given and space needs for each part of the educational programs charted. Also included are "then and now" photographs of the interior of the school building. Basic to all of the alternatives considered is the conversion, not the replacement, of the presently existing facility. (N)

ED 025 919

EF 002 355

Lins, L. J.

Methodology of Enrollment Projections for Colleges and Universities.

American Association of Collegiate Registrars and Admissions Officers.

Pub Date Mar 60

Note—78p.; Reprinted January, 1964.

Available from—Publications Office, American Council on Education, 1785 Massachusetts Avenue, Washington, D. C. (\$2.00)

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors—*Bibliographies, *Campus Planning, Data, *Demography, Educational Demand, *Enrollment Projections, Enrollment Trends, *Higher Education, Population Growth

Various methods by which the responsible officials of colleges and universities might make projections of enrollment for their respective institutions are presented in this report. The point is made that institutional enrollment projection is not a simple assignment. Many factors must be considered, analyzed, and, if possible, controlled in order to do the best job of forecasting. Before making an enrollment projection, each institution should define its aims and purposes in order to identify its long range goals. The enrollment projection techniques include a discussion of—(1) curve fitting, (2) ratio method, (3) cohort-survival method, (4) combined ratio and cohort-survival method, and (5) correlation analysis. Short range enrollment estimates for budget purposes and educational planning are discussed as are long range projections based on increasing population. A final chapter presents a brief review of guiding principles to aid the person designing tables or graphs for presentation. A substantial bibliography of books, periodicals, and reports concerned with enrollment projection is included. (N)

ED 025 920

EF 002 362

CSI Manual of Practice.

Construction Specifications Inst., Inc., Washington, D.C.

Pub Date Jan 67

Note—178p.

Available from—Construction Specifications Institute, Inc., 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors—*Architecture, *Contracts, *Engineering, Guidelines, *Manuals, *Specifications, Standards

This document is a basic treatise on all principles and practices common to all engineering and architectural specifications. The subjects covered have been selected to—(1) include the most pressing problems typically facing the specifier, (2) provide information from the bidders, contractors and manufacturer's-supplier's viewpoint, and (3) provide a variety of coverage. The broad areas of coverage are overall organization, contractual-legal requirements, procedures, coordination, language, specifying materials, and additions and changes. (LD)

ED 025 921

EF 002 420

Barthelme, Donald

Educational Thoroughfare.

American Association of Junior Colleges, Washington, D.C.

Pub Date Jan 63

Available from—American Institute of Junior Colleges, 1315 16th Street, N. W. Washington, D. C. 20036

Journal Cit—Junior College Journal; v23 n5 p16-20 Jan 63

Document Not Available from EDRS.

Descriptors—Architectural Programming, Architecture, Campus Planning, *College Planning, Community Colleges, Design Needs, Design Preferences, *Educational Philosophy, Educational Planning, *Human Dignity, *Junior Colleges, *Learning, Physical Environment, School Architecture

Architect Donald Barthelme expresses a personal concept of an architectural-educational philosophy and presents his design concept for a new kind of campus. He classifies two types of architecture—(1) architecture which places the opportunity to build ahead of any obligation to people, and (2) architecture which places a primary interest and obligation to the human needs of people. The second approach seeks to get architecture out of man's way but at the same time accepts the obligation of exerting a force in supporting human existence. The design of a junior college campus for a maximum of 4,000 students is also presented. The solution offered is called a "Street". Its purpose is to provide a campus where every kind of knowledge is presented to every kind of learner in ways that make it impossible for the student to conceive of his speciality as isolated from the sum total of human knowledge. (RH)

ED 025 922

EF 002 428

Winning, Stuart A.

Six Steps for Trustees in Selecting the Right Campus Architect.

Pub Date Oct 68

Available from—College & University Business, McGraw-Hill Publication, 1050 Merchandise Mart, Chicago, Illinois 60654

Journal Cit—College & University Business; v45 n4 p26 Oct 1968

Document Not Available from EDRS.

Descriptors—*Architects, Construction Industry, *Construction Programs, *Selection

After trustees and administrators have obtained reasonable knowledge of the various kinds of building design, they should choose a project architect according to 6 criteria—(1) experience, in terms of previous work evaluation, (2) flexibility in ideas and operation, (3) engineering competence in terms of mechanical and structural systems, (4) judicious use of economical construction methods and materials, (5) functional usage of consultant resources, and (6) ability to function well with contractors. (MH)

ED 025 923

EF 002 430

Colleges Fight Fire With Electronics.

Pub Date Oct 68

Available from—College & University Business, McGraw-Hill Publications, 1050 Merchandise Mart, Chicago, Illinois 60654

Journal Cit—College & University Business; v45 n4 p88-95 Oct 1968

Document Not Available from EDRS.

Descriptors—*Equipment Evaluation, *Equipment Manufacturers, *Fire Protection, *Safety Equipment, *School Safety

Description of various electronic fire detection and alarm systems is presented. Explanation of detective systems includes—(1) fixed-temperature and rate-of-rise heat sensitive devices, (2) smoke sensitive devices, (3) ionization systems, and (4) infrared and ultraviolet radiation devices. Each system type is evaluated in terms of operation, sensitivity, and application potential. The alarm systems described include—(1) manual pull stations, (2) local alarm, (3) auxiliary systems, (4) central-station service, and (5) proprietary systems. Systems are evaluated in terms of operation and functional characteristics. (MH)

ED 025 924

EF 002 448

Gallington, Ralph O.

Cooperative Vocational Education Space Needs.

Pub Date Mar 67

Available from—IAVE, Bruce Publishing Co., 400 N. Broadway, Milwaukee, Wisconsin 53201

Journal Cit—IAVE; p47-49 Mar 1967

Document Not Available from EDRS.

Descriptors—Classroom Design, *Cooperative Education, Exhibits, Furniture Arrangement, Individual Instruction, *Physical Design Needs,

Physical Environment, Reference Materials,
 *School Space, Small Group Instruction,
 *Space Utilization, Vocational Counseling,
 *Vocational Education

Serious consideration is given to the problems of space layout and design of facilities for cooperative vocational education. The accompanying floor plan has most of the essential needs considered. Cooperative vocational curricular patterned programs should be able to adjust or revise to meet needs of unique offerings. The space needs for all cooperative vocational programs will incorporate space for—(1) general instruction, (2) space for small group instruction, (3) space for individual instruction and vocational counseling, (4) space for general related reference material, (5) space for specific or technical related reference material, and (6) space for storing instructional materials, exhibitions, and project work. (RK)

ED 025 925 EF 002 451

Chase, William W.
Facility Design Considerations.
 Pub Date Mar 67

Note—Reprint from The American School Board Journal, October 1966

Available from—Industrial Arts and Vocational Education, Bruce Publishing Company, 400 North Broadway, Milwaukee, Wisconsin 53201
 Journal Cit—IAVE; p56-59, 142 Mar 1967

Document Not Available from EDRS.

Descriptors—Classroom Arrangement, Classroom Design, *Design Needs, Flexible Facilities, *Industrial Education, *School Design, Site Development, Spatial Relationship, Vocational Education, *Vocational Schools

Increasing need for vocational education under the impetus of federal aid is generating a demand for vocational teaching facilities. Factors to be considered in planning these facilities included—(1) site development, (2) program needs, (3) administrative considerations, (4) environmental controls, (5) mechanical systems, and (6) area and space relationships. Case studies are given for a number of building programs with site characteristics, classroom designs, flexible construction, and utility systems related to special problems of vocational education. Site plans and drawings are included. (MM)

ED 025 926 EF 002 453

Dean, C. Thomas
Industrial Arts Facilities at California State College, Long Beach.
 Pub Date Mar 67

Available from—IAVE, Bruce Publishing Company, 400 North Broadway, Milwaukee, Wisconsin 53201

Journal Cit—IAVE; p63-68 Mar 1967

Document Not Available from EDRS.

Descriptors—*College Buildings, *Crafts Rooms, *Industrial Arts, *Laboratories, Planning, *School Shops, Trade and Industrial Education
 Description of a facility providing a multipurpose program covers—(1) program description, (2) planning and construction, (3) facility provisions, (4) special features, and (5) specific area highlights. The facility's primary purposes are teacher education and familiarization with advanced teaching techniques. The physical plant consists of 18 major laboratories, 16 two-man offices, various supportive office units, a major photographic unit, and other supportive areas. Document emphasis is placed on facilities of the various laboratories. Photographs and floor plans are included. (MH)

ED 025 927 EF 002 454

Gallington, Ralph O.
A Space Concept for New Approaches in Industrial Arts.
 Pub Date Mar 66

Available from—IAVE, Bruce Publishing Company, 400 North Broadway, Milwaukee, Wisconsin 53201

Journal Cit—IAVE; p40-43 Mar 1966

Document Not Available from EDRS.

Descriptors—*Classroom Design, Classroom Environment, Design Needs, Flexible Facilities, *Industrial Arts, *Interdisciplinary Approach, Interior Space, *Learning Laboratories, Physical Environment, School Planning, School Shops, School Space, *Space Utilization, Spatial Relationship, Technical Education
 Industrial arts is to suffer much change in the immediate future if it is to survive. In teaching

modern American industry, the most effective methods and equipment must be used. Duplication of facilities should be minimized and larger unit facilities should be geared to team teaching. Machines and equipment should be designed to move freely from one location to another. A versatile learning laboratory is suggested to be established for industrial arts. Any replication of an industrial shop, laboratory or office resulting therefrom should be considered only coincidental. The purpose of the accompanying design concept is to stimulate a full measure of interdisciplinary participation among teachers of industrial arts who may fancy the idea of "straddling" the fictitious barriers between industrial areas and disciplinary specialties. (RK)

ED 025 928 EF 002 455

Campbell, Edward A.
Let's Design for Efficiency.
 Pub Date Mar 66

Available from—IAVE; Bruce Publishing Co., 400 N. Broadway, Milwaukee, Wisconsin 53201
 Journal Cit—IAVE; p44-45 Mar 1966

Document Not Available from EDRS.

Descriptors—*Classroom Environment, Facility Guidelines, *Human Engineering, Instructional Materials, Instructional Programs, *Laboratories, *Laboratory Safety, Lighting, *Physical Design Needs, School Safety, Site Selection, Traffic Circulation, Ventilation, Work Environment

Laboratory facilities should be designed with the most effective arrangement for maximum instructional efficiency and safety. Periodic evaluation and analysis should be used for improving instruction, abating safety hazards, and presenting an efficient learning environment. Attention should be focused on—(1) instructional program, (2) students, (3) teacher, (4) instructional material, (5) service facilities and lines, (6) supervisory potential, (7) expansion potential, and (8) traffic. Many factors can limit laboratory efficiency—(1) site, (2) material handling, (3) mechanical handling equipment, (4) illumination, (5) elevators, (6) service facilities, (7) storage facilities, (8) ventilation, (9) emergency, (10) exits and doors, (11) service access, (12) rest rooms, fountains, and eating facilities, (13) housekeeping, (14) project storage, and (15) parking and unloading areas. (RK)

ED 025 929 EF 002 534

Wurtman, Richard J.
Biological Implications of Artificial Illumination.
 Pub Date Oct 68

Available from—Illuminating Engineering, Illuminating Engineering Society, 345 East 47 Street, New York, New York 10017

Journal Cit—Illuminating Engineering; v63 n10 p523-529 Oct 1968

Document Not Available from EDRS.

Descriptors—*Biological Influences, Design, *Environmental Influences, *Human Development, Light, *Lighting, Performance, *Research

Environmental lighting exerts profound biologic effects on humans and other mammals, in addition to providing the visual stimulus. Light acts on the skin to stimulate the synthesis of Vitamin D. It also acts, through the eyes, to control several glands and many metabolic processes. Light, or its absence, "induces" certain biologic functions. Light also serves as the dominant timer, or synchronizer, for biologic rhythms which result from oscillations that originate within the body. Hence alterations in environmental lighting can produce marked, and sometimes pathologic changes in metabolism. Little is known about the action spectra for the endocrine effects of light, or even about the identity of the retinal photoreceptors which mediate these effects. Light acts by generating (or inhibiting) nerve impulses, which travel along specific pathways in the brain to centers concerned with the control of endocrine function. As information accumulates about the mechanisms of the biologic effects of light sources should be modified to become compatible with biologic needs. Pending the accumulation of such information, it appears reasonable to encourage the illuminating engineer to consider using natural light (or spectral facsimiles) in modern artificial environments. (RK)

ED 025 930 EF 002 604
 Wakefield, Howard E.

Designing an Environment for Learning.
 Proceedings of a Conference of Educational Survey Directors of Member Universities of the Committee on Institutional Cooperation, (Madison, Wisconsin, April 27-28, 1967).

Wisconsin Univ., Madison. Cooperative Educational Research and Services (CERS).

Pub Date Apr 67

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Controlled Environment, Data Processing, *Design Needs, *Educational Environment, *Educational Planning, Educational Problems, *Environmental Criteria, Environmental Influences, *Learning, Learning Activities, Learning Difficulties, Physical Environment, Planning, School Environment, School Planning

Three topics are discussed—(1) designing the environment of educational enterprises, (2) capabilities and promise of data processing in comprehending the educational environment, and (3) optimum learning environments - design mechanisms, principles, and application. Consultants for the first topic were Sydney H. Williams, who surveyed the state of art in planning, Max E. Anderson, who discussed problems of educational planning, and Kenton Peters, who concluded with the architect's view of school planning. Participants in the second topic of discussion were Dr. Charles Trotter, specialist in the United States Office of Education's Office of Construction Services and Dr. E. Gordon Richardson, staff member at the Iowa Education Information Center. Consultants for the third topic were Professor Byron C. Bloomfield, Director of the Environmental Design Center, University of Wisconsin, who outlined its origin and purpose and Dr. Darell Boyd Harmon, Research Professor at the Environmental Design Center, who discussed the physical problems of educational environments and suggested improvements. (RH)

ED 025 931 EF 002 605

Koppes, Wayne F. And Others
Design Criteria for Learning Spaces. Seating - Lighting - Acoustics.

Rensselaer Polytechnic Inst., Troy, N.Y. School of Architecture.

Pub Date 62

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Acoustics, Audiovisual Aids, Classroom Design, Controlled Environment, Criteria, *Design, Design Needs, Educational Environment, Environmental Criteria, Environmental Influences, Equipment, *Furniture Design, Instructional Design, *Learning, *Lighting

The results of a project undertaken to assist the Office of Facilities of the State University of New York in the development of design and planning criteria for "learning spaces" with particular emphasis on the considerations for seating, lighting and acoustics. The learning spaces referred to are classified as large group instructional facilities developed particularly for the utilization of aids and media in the learning process. Much of the work presented in this study is based on the Rensselaer Experimental Classroom Project. Topics discussed include—(1) introduction - existing research general design considerations, and purpose of study, (2) the experimental classroom, (3) seating - introduction, evaluation, and suggested improvements, (4) lighting - general requirements, evaluation, and suggested improvements, (5) acoustics - introduction, general considerations, and critique, and (6) appendix. (RH)

ED 025 932 EF 002 620

Myrick, Richard Marx, Barbara Spencer
Informal Conversations and Learning Among Dental Students: Influence of School Design.

Pub Date Dec 67

Available from—Journal of Dental Education, 211 East Chicago Avenue, Chicago, Illinois 60611

Journal Cit—Journal of Dental Education; v31 n4 p488-492 Dec 1967

Document Not Available from EDRS.

Descriptors—Architecture, Behavior Patterns, *Dental Schools, Environmental Influences, *Environmental Research, *Group Dynamics, Group Relations, Group Structure, *Interaction Process Analysis, Learning Processes, *School Design, Social Environment, Social Psychology

Data are presented from an exploratory study examining the influence of dental school building design on the quality and quantity of student information conversations. The purposes of the research were to determine—(1) what patterns of interaction exist commonly among dental students, and (2) how the architectural design of the building influences these interactional patterns. It was found that architectural variables such as layout of a building and the size and placement of its component spaces can influence group structure among the students, which, in turn, influences the frequency, duration, and content of conversations. Although the data were collected in association with dental school buildings, the observation may be applicable to other college and university departmental buildings of the kind that function as a relatively self-contained academic environment. Methods of the study and results along with architectural implications are discussed. The authors theorized that the design of educational buildings may in part determine which persons who are in movement are likely to encounter each other, as well as whether the persons who are stationary in rooms are grouped so they can talk while involved in certain tasks or whether they work in relative isolation. (RK)

ED 025 933 EF 002 648

Crouch, C. L. Kaufman, J. E.
Practical Application of Polarization and Light Control for Reduction of Reflected Glare.

Pub Date Apr 63
Note—15p.; Reprint from Illuminating Engineering, v58 n4 Apr 1963

Available from—Illuminating Engineering, 345 E. 47th Street, New York, New York 10017
Journal Cit—Illuminating Engineering; v58 n4 p277-291 Apr 1963

Document Not Available from EDRS.

Descriptors—Controlled Environment, Design Needs, *Glare, Human Posture, *Illumination Levels, Lighting, *Task Performance, Vision, Visual Acuity, *Visual Discrimination, *Visual Environment

The role of reflected glare and visual viewing angles in near task performance is discussed, and following statements are reported—(1) a worker at a desk normally assumes a position in which his eyes traverse an area of work extending from a point approximately vertically below his eyes to a point not more than 40 degrees from the vertical, (2) a horizontal task viewed at greater than 40 degrees from the vertical is distorted and the size of the task is reduced, (3) illumination levels must be increased by the order of 5 to 50 times when the task lies between 40 and 60 degrees from the vertical, (4) seated posture becomes distorted when viewing a task in a 40-60 degree zone, and (5) as viewing distance and viewing angles increase, there is a marked increase in incidence of errors in reading printed letters. A discussion of the above points by H. Richard Blackwell, Director of the Institute for Research in Vision, is also included. (RH)

ED 025 934 EF 002 649

Vlahos, Petro
Selection and Specification of Rear-Projection Screens.

Pub Date Feb 61
Available from—Journal of the Society of Motion Picture & Television Engineers, 9 East 41st Street, New York, New York 10017

Journal Cit—Journal of the Society of Motion Picture and Television Engineers, v70 n2 p89-95 Feb 1961

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Design, Design Needs, Equipment, *Equipment Standards, Human Engineering, *Projection Equipment, *Specifications

The characteristics of the rear-projection screen are examined in detail. Numerical constants are provided that define these characteristics for practical screens and convert foot-candles to footlamberts. A procedure is given by which an optimum screen may be specified for a specific application. Contents include—(1) introduction, (2) projection fundamentals, (3) human factors, (4) screen characteristics, (5) special screens, and (6) references. (RH)

ED 025 935 EF 002 715

McInac, Donald N., Jr. and Others
A Time-Cost Management System for use in Educational Planning.

Wisconsin Univ., Madison. Dept. of Educational Administration.

Pub Date Jan 69

Note—110p.

Available from—University of Wisconsin, Dept. of Educational Administration, Information Systems, 415 W. Gilman St., Madison, Wisc. 53706

Document Not Available from EDRS.

Descriptors—*Critical Path Method, Educational Administration, *Educational Planning, Electronic Data Processing, *Management, Networks, Program Costs, Public Schools, Scheduling, *Sequential Approach, Statistical Analysis, *Time

Identifiers—PERT, Program Evaluation and Review Technique

Prepared specifically for the Denver Public Schools, this manual nevertheless provides some of the basic understanding required for the proper execution of educational planning based upon PERT/CPM techniques. The theory of PERT/CPM and the fundamental processes involved therein are elucidated in the first part of the manual while the operating procedures which deal in particular with the Denver Public Schools are covered in the second part. The appendix contains material which specifically relates to the educational planning in two Denver schools. (NI)

ED 025 936 EF 002 716

A Report on the Schools of Boston - 1962.

Boston Redevelopment Authority, Mass.; Harvard Univ., Cambridge, Mass.

Pub Date May 62

Note—306p.

EDRS Price MF-\$1.25 HC-\$15.40

Descriptors—Costs, Educational Finance, Enrollment, Enrollment Projections, *Facility Case Studies, Grade Organization, *School Buildings, *School Conditions, *School Systems, *Urban Renewal

As part of its plan for urban renewal in Boston, the Redevelopment Authority initiated this study of the school buildings of the city. The study is based upon an intensive analysis of enrollment projections, the conditions of existing schools, the grade organization, and the impact of urban renewal on individual areas and on the city as a whole. Recommendations are made relative to elementary, intermediate, and high schools. Site locations, costs, and financing are also discussed. An appendix features financial data as well as the methodologies employed in population and enrollment prediction and capacity computation. (FPO)

ED 025 937 EF 002 828

Barr, Richard H.

Bond Sales for Public School Purposes 1967-68.

National Center for Educational Statistics (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Jan 69

Contract—OEC-22009-68

Note—8p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (FS 5.222:22009-68, \$0.10)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Bond Issues, Costs, *Educational Finance, *Elections, *Interest, *Public Schools, Statistical Data

Information is provided concerning the sale of bonds for construction of public elementary and secondary school facilities. It is intended for use by administrators, board members, and the general public who must repay these bonds and hence must have some knowledge of their financing. A general description of the characteristics of public school primary market bond sales during the fiscal year 1968 (July 1, 1967-June 30, 1968) is given. Specific information is also provided regarding new bond sales, bond elections for public school purposes, and net interest costs. (NI)

ED 025 938 24 EF 002 829

Educational Assessment - Memphis.

Central Midwestern Regional Educational Lab., Inc., Memphis, Tenn.; Memphis Area Chamber of Commerce, Memphis, Tenn. Education Committee.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2875

Pub Date 67

Contract—OEC-3-6-001507-1507

Note—76p. Proceedings of a seminar held at the Sheraton-Peabody Hotel, Memphis, Nov. 17, 1966.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—*Educational Planning, Job Market, *Job Training, Labor Supply, *Manpower Development, *Manpower Needs, Public Schools, Seminars, *Vocational Education

The result of a plan evolved in order to assess the educational potentials of Memphis with a view toward their exploitation to the fullest to meet the manpower demands of the industrial and commercial community today. An analysis was made of present and projected job vacancies and the character of these positions was determined with respect to levels of education or training. A one day seminar culminated the plan and this document contains the proceedings of that seminar. (NI) CH

ED 025 939 24 EM 006 003

Newer Educational Media; Papers of the Regional Research Conference.

Pennsylvania State Univ., University Park.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—NDEA-7B-083D

Pub Date 61

Note—111p.

Available from—The Pennsylvania State Univ., Continuing Education, University Park, Pa. 16802 (\$3.35).

Document Not Available from EDRS.

Descriptors—Administrative Change, *Administrative Policy, *Conference Reports, Curriculum Development, Curriculum Evaluation, *Curriculum Planning, Films, Inservice Teacher Education, *Instructional Media, Instructional Technology, Programed Instruction, *Teacher Education, Teacher Education Curriculum, Teacher Qualifications, Teacher Role, Teaching Quality, Television

Identifiers—Project Dade County In School Television, Project North Carolina In School Television

Because both educational researchers and teachers need to be aware of each other's work in order to exchange ideas on new techniques and research needs, a conference was called to bring together leaders in research, school administration, and teacher education. The papers presented at the conference first covered research findings to date on motion pictures and other pictorial media, television, and programed instruction and then dealt with the implications of this research for curriculum change, administrative organization, and teacher education. The suggestions proffered cover a wide range. For example, team teaching will become more important as the knowledge explosion continues. Curriculum changes must be systematic throughout the entire range of the educational system, must integrate subject matter and new media, must focus on individual and group differences, and must allow teachers and students full use of their individual abilities. Teacher training ought to include practice in the design and application of media as well as higher standards in subject and professional areas. Extensive in-service programs should be offered to acquaint experienced teachers with innovations in educational technology. Reports on the Dade County educational television project and the North Carolina In-School Television Project were also presented. (JY/MT)

ED 025 940 64 EM 006 085

Wagner, Robert W.

[A Series of Motion Picture Documents in Communication Theory and the New Educational Media. Final Scripts.]

Ohio State Univ., Columbus. Dept. of Photography. Motion Picture Div.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—NDEA-7B-131A

Bureau No—BR-5-0294

Pub Date Nov 66

Contract—OEC-3-16-020

Note—172p.

EDRS Price MF-\$0.75 HC-\$6.96

Descriptors—Audiovisual Aids, Communication (Thought Transfer), Computers, *Film Production, *Films, Information Dissemination, Information Retrieval, Information Storage, *Information Theory, *Instructional Materials, Media Technology, Models, Perception, Sensory Training, Simulation, Teacher Role, Training

This publication contains four film scripts, each comprising from six to eleven short sequences. Each script has a complete shot list and transcript of the soundtrack, which contains narration, interviews, discussions, and synchronous sound from documentary situations. The six sequences in "The Information Explosion" cover the history of communication; systems of information storage, retrieval, and control, with illustrations from government, industry, and the professions; and a discussion of the effect of media on children. The eight sequences in "The Process of Communication" deal with communication theory; its application in various training situations where simulation, multimedia techniques, and computers are used; and the use of models of communication, such as the teacher. "Perception and Communication" covers, in six sequences, sensory learning, the theory of perception, perceptual training in industry, intercultural perception, and various means of overcoming perceptual barriers. The eleven sequences in "The Teacher and Technology" present the history of educational technology and illustrate a variety of uses for advanced educational media in learning situations, paying particular attention to the teacher's role, and to possible developments in schools of the future. (PM)

ED 025 941 EM 006 871
Seldes, Gilbert

The New Mass Media Challenge to a Free Society.
American Association of University Women,
Washington, D.C.

Spons Agency—Fund for Adult Education, White Plains, N.Y.
Pub Date 68

Note—100p.; First edition copyrighted in 1957 by the American Association of University Women, Washington, D.C.

Available from—Public Affairs Press, 419 New Jersey Ave., S.E., Washington, D.C. 20003 (\$2.50).

Document Not Available from EDRS.

Descriptors—Adult Education, *Broadcast Industry, *Citizen Participation, Commercial Television, Community Attitudes, Community Role, Educational Television, Films, Government Role, Group Discussion, *Information Dissemination, *Mass Media, *News Media, Press Opinion, Public Opinion, Radio, Television

Critical issues are raised for group study and discussion on the relationship of the thinking individual to the mass media. Although the electronic revolution is still in progress, it is essential to act now to control its speed and direction, using what is best in the media while trying to correct the faults. An analysis of fictional and factual programming shows that although there is apparent variety in the mass media, they appeal to the same general level of taste, intelligence, and emotional maturity. Broadcasting is examined for the way that it shapes the public into audiences; the level of entertainment it provides; the ideals of conduct it sets up; the way it deals with broad questions of public policy; and the degree to which it alters our fundamental outlook on life. Conformity of taste introduced by the economics of mass entertainment produces conformity of thought, which in turn might create a homogeneous audience capable of accepting political dictatorship. Voluntary associations, schools, newspapers, and magazines can help develop audience discrimination, as can direct communication between concerned citizens and local media managers. Suggestions for further reading are included after each chapter. (PB)

ED 025 942 EM 006 883

Programmed Instruction Guide, Second Edition.
Northeastern Univ., Boston, Mass. Educational Technology Information Center.

Pub Date 68

Note—341p.

Available from—ENTELEK Incorporated, 42 Pleasant Street, Newburyport, Mass. 01950 (\$14.50).

Document Not Available from EDRS.

Descriptors—Educational Equipment, Electronic Data Processing, Information Storage, *Instructional Materials, Programmed Materials, *Program Guides, *Resource Guides

This guide to programmed learning materials provides teachers and industrial training personnel with information capable of immediate update by means of electronic data processing. Published twice each year, the Guide consists of four parts: appendices (methods of reporting the effective-

ness of programmed materials, bibliographies, periodicals, producers, and devices); an index used to enter the data bank by subject matter; the data bank itself; and a supply of program record sheets. The data bank includes the following information about each program: title, author, existence of a teacher's manual, the type of tests included with the program, teaching device (equipment), subject, program source, assessment data, program style, hours required for completion, level, cost, availability, and publication date. The Guide is designed not only to list programs, but also to indicate their quality and relevance to given instructional requirements so that the user can make a better first-level evaluation. (TI)

ED 025 943 56 EM 006 967

Allen, William H. Daehling, William A.
An Exploratory Study of Form Perception as Applied to the Production of Educational Media.
Final Report.

University of Southern California, Los Angeles.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-8350

Pub Date 30 Jun 68

Grant—OEG-4-6-058350-1805

Note—79p.

EDRS Price MF-\$0.50 HC-\$4.05

Descriptors—Audiovisual Instruction, Cognitive Processes, Experimental Groups, Individual Characteristics, Instructional Materials, *Intelligence Factors, *Intermode Differences, *Learning Theories, *Material Development, *Pictorial Stimuli, Programmed Materials, Program Guides, Symbolic Learning, Visual Learning

Identifiers—*Guilford Structure of Intellect Model

Guilford's structure of intellect factors and his inherent form content of instructional materials were not confirmed as effective predictors of differences in learning from figural, symbolic, or semantic modes of visual presentation. The feasibility of using this model as an aid in design and production of instructional materials was investigated in three parallel studies. Each study involved a set of materials with either figural, symbolic, or semantic characteristics predominant in its subject matter. For each of the sets, still slide programs with audio tapes were prepared in three forms: figural, symbolic, and semantic. A total of 247 sixth-grade students were randomly assigned to one of the nine treatment groups, and measures of mental ability, verbal ability, and cognitive abilities related to the three intellect factors were obtained for all participants. Performance was assessed by a written posttest. No conclusive interaction between modes of presentation, inherent content of materials, and learner characteristics was noted. Intelligence and achievement scores related positively to performance in all groups. (SS)

ED 025 944 24 EM 006 969

Crist, Robert L.

Group Use and Other Aspects of Programmed Instruction. Final Report.

Illinois State Univ., Normal.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-8470

Pub Date Jul 68

Grant—OEG-3-7-058470-0394

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—*Ability Grouping, Attention Control, Experimental Groups, Feedback, Grouping (Instructional Purposes), *Group Instruction, Health Education, Interaction, *Learning Motivation, Linear Programming, Motivation Techniques, Music Education, *Programmed Instruction, Prompting, Reinforcement, *Reinforcers, Response Mode, Vocabulary

The use of group approval as a social reinforcer and related methods in group presentation of programmed instruction were investigated in a series of studies. The efficacy of programmed instructional materials is frequently limited by their inability to command and maintain adequate attention and motivation. To consider social reinforcement effects available in group procedures, a slide version of a vocabulary program was presented to a study group, and individual students were randomly called upon to respond to different frames. Achievement posttests indicated comparable levels of retention in the study group

and a control group which completed individual programs. An application of group methods to the teaching of music fundamentals also obtained comparable retention levels for group and individual presentation methods. The feasibility of using a series of tests to delineate subgroups with homogeneous levels of preprogram knowledge and rates of learning was confirmed in a third study, while two final studies found partial prompting and underlining procedures resulted in no differences in retention when compared to conventional programmed methods. Group use of instructional programs was considered well received and effective. (SS)

ED 025 945

EM 006 975

ETV Study, 1967.

Dade County Board of Public Instruction, Miami, Fla.

Pub Date 67

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—Curriculum Planning, Educational History, *Educational Television, Equipment, Facility Inventory, Feasibility Studies, Financial Needs, *Instructional Television, *Large Group Instruction, Personnel Needs, Small Group Instruction

The Dade County Board of Public Instruction directed a study of the effects of limiting the educational television services of WTHS and WSEC, and the possibility of using those services as a part-time teaching aid rather than a full-time educational process. A cumulative capital investment of \$1,317,255 in television facilities provided 2,729 hours of instructional programming in 1966-67, broadcast to 137,516 pupils in 310 schools. Although the discontinuation of television would release \$700,000 for other spending during the year, expensive revisions in personnel, curriculum, education, and financing would be necessary. Part-time operation of television might take the form of limitation to elementary, secondary, or community television, restriction of broadcasting to one channel, the telecasting of only previously produced videotape programs, or a combination of these alternatives. Instructional television problems are born of the system-wide problem of inadequate classroom space for large-group instruction, which inhibits flexibility in program scheduling and the development of centralized and decentralized television operations. (TI)

ED 025 946

EM 006 996

Perlish, Harvey Neil

Wordland Workshop.

Spons Agency—Triangle Publications, Inc., Philadelphia, Pa. Radio and Television Div.

Pub Date 68

Note—66p.; Originally published as a doctoral dissertation on microfilm at Ann Arbor, Mich., May, 1968.

Available from—Radio and Television Division of Triangle Publications, Inc., 4100 City Line Ave., Philadelphia, Pa. 19131.

Document Not Available from EDRS.

Descriptors—*Early Reading, Experimental Groups, Home Instruction, *Parent Participation, Performance Criteria, *Preschool Children, *Preschool Learning, *Preschool Workshops, Reading Games, Reading Instruction, Reading Skills, *Televized Instruction, Vocabulary Development, Word Recognition

Can and should the preschool child learn to read? To answer this and related questions, a study was conducted to determine the effectiveness of a television program and parental home assistance in teaching reading skills to three-year-old children. For five days a week over a 39-week period, an experimental group watched "Wordland Workshop," a program based on instructive word games; another group watched "Captain Kangaroo" to control for the Hawthorne effect. Data provided by pretests, posttests, initial questionnaires, final inventories, and parental monthly reports indicated nonsignificant differences between the two groups for all trait variables except health, which favored the control group, and number of siblings, which had no significant relationship to reading. The experimental group obtained significantly higher scores on the criterion variable, posttest reading performance. Significant relationships were found between this criterion and the following: health, child's interest in program, parental competence, parental interest, and child's interest in home-conducted reading activities. A consensus of experimental

group parents reported that the children had apparently enjoyed the television reading program and the parental reinforcement activities. (TI)

ED 025 947

EM 007 004

Stone, C. Walter, Ed.

Instructional Television in Western Pennsylvania; Phase I.

Pittsburgh Univ., Pa. Center for Library and Educational Studies.

Report No.—PU-CLEMS-1.903-3

Pub Date 64

Note—92p.

Available from—Graduate Library School, University of Pittsburgh, Pittsburgh, Pa.

Document Not Available from EDRS.

Descriptors—Costs, Facility Utilization Research, Field Interviews, *Instructional Media, *Instructional Television, Metropolitan Areas, *Questionnaires, *Regional Planning, Regional Schools, Resource Materials, School Schedules, Training

Identifiers—Metropolitan Pittsburgh Educational Television, *WQED TV

Phase One of the project involved the use of field interviews and questionnaires to gather information essential to long-range instructional planning. Conducted in behalf of Metropolitan Pittsburgh Educational Television (WQED and WOEX), the survey reached 382 educators in western Pennsylvania; 83 completed questionnaires supplied the data. Educational administrators were questioned about instructional media services, the role of the classroom teacher, the instructional value of television, and developmental plans. Items considered of major importance in planning were costs, class schedules, coordinating programs with regular classwork, and reception of the television signal. The project consultant recommends the establishment of an Educational Broadcasting Council for the Upper Ohio Valley region as a political headquarters, followed by an operational demonstration program (television production, teacher training, development of information resources, research), and finally, the development of a non-commercial communication complex for metropolitan areas. (TI)

ED 025 948

EM 007 032

The 1969 Catalog of Recorded Television Courses.

Nebraska Univ., Lincoln. Great Plains National Instructional Television Library.

Pub Date 69

Note—112p.

Available from—Great Plains National Instructional Television Library, Univ. of Nebraska, Lincoln, Nebr. 68508 (\$5.00 each in quantities of 10 or more).

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—*Catalogs, Educational Television, Inservice Courses, Kinescope Recordings, *Telecourses, Television Curriculum, *Video Tape Recordings

Identifiers—Ford Foundation Kinescopes

The Great Plains National Instructional Television Library provides for the acquisition, storage, duplication, and distribution of videotaped instructional materials, and for the annual publication of this catalog. In addition to giving information on prices, acquisition, and previewing policies, the catalog describes and outlines each telecourse. Synopses are offered over a wide range of subjects in the categories of elementary and junior high telecourses, secondary and adult telecourses, utilization and inservice materials, and college telecourses. (TI)

ED 025 949

EM 007 050

Mueller, Theodore H.

Immediate Audio and Visual Confirmation; "Breakthrough" for the Low-Aptitude Language Student.

Pub Date [68]

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Audio Active Laboratories, *Audiolingual Methods, *Audiovisual Aids, Auditory Discrimination, Aural Stimuli, College Language Programs, *Feedback, *Language Ability, *Language Instruction, Language Laboratory Use, Language Learning Levels, Low Ability Students, Programmed Instruction

Students with low language aptitude have been found to have poor powers of auditory discrimination. To date, programmed language instruction has relied on audio confirmation of oral response. A study was conducted to determine

the value of adding visual confirmation to the audio model. A total of 170 experimental and 140 control students in second semester college French were tested for language aptitude. The control students used a programmed course in the language laboratory which provided audio confirmation only. The experimental students used a form of the course which made the correct response to stimuli available in invisible ink. In this process, called ACCESS, the written response appears after the student gives his oral answer and marks in the proper space with an impregnated pen. Students were tested for listening comprehension, writing, and reading, but only the writing test was used as a basis for comparison. The results obtained by the entire experimental class were significantly superior to those in the control group, while the dropout rate was less than half that for the control section. As predicted, low-aptitude students, those below the 40th percentile, particularly profited from simultaneously hearing and seeing the confirmation answer. (JY)

ED 025 950

EM 007 058

Schramm, Wilbur

Motion Pictures and Real-Life Violence; What the Research Says.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Motion Picture Association of America, New York, N.Y.

Pub Date Dec 68

Note—53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—*Aggression, Audiences, Child Psychology, Fantasy, *Films, Identification (Psychological), *Laboratory Experiments, Literature Reviews, Television Viewing, *Violence

There is evidence that violence in motion pictures viewed by children on screen or television can contribute to violence in real life, although the movies can rarely be blamed as the sole cause of anti-social conduct. Clinical reports cite instances of the effect on "susceptible" youngsters; e.g., emotionally disturbed individuals. Long-term effects of the audiovisual media on the "normal" child are harder to substantiate. Laboratory experiments show that children learn a great deal from movies, and that there is a strong tendency for them to imitate violence even when they feel it is wrong. The doubtful "catharsis hypothesis" explores the idea that exposure to film violence might reduce the level of aggression in a viewer. The implication of accumulated studies is that the more realistic the violence in a film, and the greater the degree of identification between the child and a violent character, the more likely the aggressive learning will be carried over into real-life behavior. This effect might be combated in a number of ways: reduce violence and the number of violent heroes in our movies, demonstrate by them that crime does not pay, and encourage the young viewer to apply "adult discount" to the fantastic situation. (TI)

ED 025 951

EM 007 060

Allen, William H., Comp.

Improving Instruction Through Audio-Visual Media; Techniques in Teaching Science, Mathematics, and Modern Foreign Languages.

California State Dept. of Education, Los Angeles.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—NDEA-3B

Pub Date 63

Note—77p.

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—Audiolingual Methods, *Audiovisual Instruction, Educational Television, Films, Instructional Aids, Instructional Design, *Instructional Innovation, *Instructional Technology, Instructional Television, Language Laboratories, Multimedia Instruction, Opaque Projectors, Overhead Projectors, Programmed Texts, Projection Equipment, Tape Recorders, Teaching Machines, *Teaching Methods, *Teaching Techniques, Vertical Work Surfaces

Identifiers—National Defense Education Act, NDEA

Technological developments, which have improved and increased the audiovisual materials and mechanical aids available, can be especially useful to teachers of science, math, and foreign languages. This technology revolution is not a threat to teachers, but a source of educational

tools to be used as a part of an overall teaching design. Most important to this design is an awareness of the right audiovisual aid for the right task. It is the teacher who must be able to combine conventional instructional methods with the new techniques of individual instruction and the new techniques of mass instruction. Instructional tools which have become more versatile as new uses for them have been suggested are the overhead projector and the opaque projector, as well as the non-projected resources of the classroom environment. Language laboratories have proved their effectiveness, and some can be installed simply and inexpensively. As with other instructional tools, the key value of television is its effective use in conjunction with classroom instruction. Teaching machines and programed texts, aimed at the individual's learning rate, can be used in multiple ways. Analysis of school activities suggests many opportunities for improving instructional methods which cannot themselves be separated from subject content. (SE/MT)

ED 025 952

EM 007 070

Kone, Grace Ann, Comp.

8MM Film Directory.

Educational Film Library Association, Inc., New York, N.Y.

Pub Date 69

Note—546p.

Available from—Comprehensive Service Corp., 250 West 64th St., New York, N.Y. 10023 (\$8.50).

Document Not Available from EDRS.

Descriptors—*Directories, *Films, Filmstrip Projectors

All 8mm films in general distribution in the United States, regardless of length or subject, are listed in this directory: Standard or Super 8, silent or sound, cartridge or reel-to-reel. Indexed alphabetically and by the Dewey Decimal System, films and film series are entered under the headings of Arts, Education, Fiction, Language, Recreation, Religion, Sciences, Society and Environment, and Technology. Technical specifications and a brief description of film content accompany each entry. The Directory offers a list of producers and distributors and photographs of some 8mm projectors currently on the market. (TI)

ED 025 953

24

EM 007 086

Henderson, Joe M. Griffey, Bert

Production of Closed-Circuit Television Programs for Improving Instruction in Professional Health and Physical Education Courses at the Undergraduate Level.

Midwestern Univ., Wichita Falls, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-G-054

Pub Date 30 Aug 68

Grant—OEG-7-8-000054-0063-(010)

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—Audiovisual Instruction, *Closed Circuit Television, *Equipment Utilization, Flexible Facilities, *Physical Education Facilities, Production Technicians, *Production Techniques, Undergraduate Study, *Video Tape Recordings

Identifiers—Ampex 660 B Videotape Recorder, G P L Viewfinder 900 Videocamera

To study the adaptability of semi-portable closed-circuit television equipment on remote location, six videotape programs were produced at Midwestern University for use in physical education courses. The programs dealt with "Knee Injuries," "Rehabilitation of Knee Injuries," "Teaching Tumbling by Progression," "The Mini-Tramp," "Introduction to Trampoline," and "The A.A.H.P.E.R. Youth Fitness Test." Inexpensive videcon cameras and one-inch videotape recorders were adequate for programs showing gross motor skills, but programs with more visual detail such as human anatomy required more expensive recording equipment. Technical problems (lighting variables, power supply, camera locations) and production problems (training assistants, production of art work, selection of equipment) influenced recommendations for a television studio with a staff of technicians headed by a professional producer and for further study in the improvement of instruction through closed-circuit television. The portable instant-replay capabilities of the equipment and the resulting flexibility in production and presentation favored these developments. (TI)

ED 025 954 EM 017 002

Miedzinski, J.
The Status of Canadian Educational Television.
Pub Date Jan 69
Note—6p.

Available from—Acolyte Publications, 647 N. Sepulveda Blvd., Los Angeles, Calif. 90049.
Journal Cit—Educational/Instructional Broadcasting; v2 n1 p15-20 Jan 1969

Document Not Available from EDRS.

Descriptors—Adult Education, Closed Circuit Television, Educational Facilities, *Educational Television, Fixed Service Television, *Government Role, *Instructional Television, Program Administration

Identifiers—*Canada, Canadian Broadcasting Corporation

A very informative narrative description of the general patterns and trends of ETV and ITV in Canada is presented, with references to statistical or detailed information appended. (LS)

ED 025 955 EM 017 003

Klasek, Charles B. And Others
Kentucky Network Reaches All the People.
Pub Date Jan 69
Note—7p.

Available from—Acolyte Publications, 647 N. Sepulveda Blvd., Los Angeles, Calif. 90049.

Journal Cit—Educational/Instructional Broadcasting; v2 n1 p21, 24-9 Jan 1969

Document Not Available from EDRS.

Descriptors—After School Education, Educational Equipment, *Educational Facilities, *Educational Television, Financial Support, Program Administration, State Federal Aid, Television Curriculum

Identifiers—*Kentucky Educational Television
Supplementing the educational program of the state of Kentucky's schools is the largest state ETV network in the United States. The system's facilities, financing, administration, and programming are the principle topics of discussion in this article. (LS)

ED 025 956 EM 017 004

Callaci, Charles
Producing and Directing the Television Lesson.
Pub Date Jan 69
Note—3p.

Available from—Acolyte Publications, 647 N. Sepulveda Blvd., Los Angeles, Calif. 90049.

Journal Cit—Educational/Instructional Broadcasting; v2 n1 p30-2 Jan 1969

Document Not Available from EDRS.

Descriptors—*Instructional Television, *Teaching Methods, *Televized Instruction, *Television Teachers

In ITV the teacher is the producer of the instructional program, but it is the medium that does the teaching. For teachers familiar with the learning process but unskilled in the art of television production and communication, some very instructive pointers are offered. (LS)

ED 025 957 EM 017 005

Combes, Peter
General Science in Ghana.
Pub Date 68
Note—5p.

Available from—Pergamon Press, Maxwell House, Fairview Park, Elmsford, N. Y. 10523.

Journal Cit—Educational Television International; v2 n3 p248-52 1968

Document Not Available from EDRS.

Descriptors—Demonstrations (Educational), Developing Nations, *Educational Television, Equipment Utilization, *General Science, Science Curriculum

Identifiers—*Ghana

This brief article describes the author's experiences producing an ETV series in Ghana on general science. The series was based on a previously prepared Two Year Introductory Science Syllabus, using television to present experiments and demonstrations that would have been difficult or impossible to bring to the classroom. (LS)

ED 025 958 EM 017 006

Moss, Robin
News! A Successful ETV Competition in Malta.
Pub Date 68
Note—8p.

Available from—Pergamon Press, Maxwell House, Fairview Park, Elmsford, N. Y. 10523.

Journal Cit—Educational Television International; v2 n3 p262-9 1968

Document Not Available from EDRS.

Descriptors—Creativity, *Educational Television, *English (Second Language), Secondary Education, Second Language Learning, *Student Motivation, Television Curriculum

Identifiers—*Malta

An ETV series in Malta, intended for secondary school students of English, sponsored a contest in preparing imaginary newspaper front pages of the past and future. The entries, a number of which are reproduced, indicate that the contest generated a great deal of original thinking on the part of the students, as well as stimulated their interest in the reading and writing of English. (LS)

ED 025 959 EM 017 008

Rogers, Jennifer
Teaching Adults.
Pub Date 68
Note—5p.

Available from—Pergamon Press, Maxwell House, Fairview Park, Elmsford, N. Y. 10523.

Journal Cit—Educational Television International; v2 n3 p257-61 1968

Document Not Available from EDRS.

Descriptors—*Adult Education, Educational Television, *Inservice Teacher Education, Instructional Materials

Identifiers—British Broadcasting Corporation, Teaching Adults

The BBC produced a series of ten half-hour ETV programs called "Teaching Adults," intended for anyone engaged professionally in adult education. The purpose of the series was to examine the basic differences between the learning processes of children and adults and to give examples of teaching techniques by showing a wide variety of classroom situations. The article outlines the programs, describes the supplementary materials sent to interested viewers, and discusses the reactions to an results of the series. (LS)

ED 025 960 EM 017 009

Taylor, Nat
Engineering: Craft and Science: A Television Series for Engineering Craft Trainees.
Pub Date 68
Note—4p.

Available from—Pergamon Press, Maxwell House, Fairview Park, Elmsford, N. Y. 10523.

Journal Cit—Educational Television International; v2 n3 p253-6 1968

Document Not Available from EDRS.

Descriptors—*Educational Television, *Engineering Education, *Technical Education, Television Curriculum

Identifiers—British Broadcasting Corporation

The author's experiences in preparing for the BBC an ETV series to assist in technical education and training illuminate many of the issues confronting the writer-producer of any ETV series. (LS)

ED 025 961 EM 017 010

Cripwell, Kenneth R.
Follow-Up and Feed-Back Materials.
Pub Date 68
Note—5p.

Available from—Pergamon Press, Maxwell House, Fairview Park, Elmsford, N. Y. 10523.

Journal Cit—Educational Television International; v2 n3 p279-83 1968

Document Not Available from EDRS.

Descriptors—Classroom Materials, *Educational Television, *Effective Teaching, Feedback, *Instructional Improvement, *Instructional Television, *Teaching Procedures, Television Curriculum

Presented and discussed are a series of suggestions and examples concerned with improving ETV and ITV programs through feedback and increasing their effectiveness through the use of follow-up materials in the classroom. (LS)

ED 025 962 EM 017 011

Butts, David
Report from the Pasture: ETV at Jordanhill College of Education.
Pub Date 68
Note—6p.

Available from—Pergamon Press, Maxwell House, Fairview Park, Elmsford, N. Y. 10523.

Journal Cit—Educational Television International; v2 n3 p284-9 1968

Document Not Available from EDRS.

Descriptors—*College Instruction, Equipment Utilization, *Instructional Innovation, *Instructional Television, *Teaching Procedures, Video Tape Recordings

Identifiers—British Broadcasting Corporation

Described are the experiences of the head of the television production center established by the BBC at Jordanhill College (Glasgow), who accepted the challenge of trying to integrate the use of television into all areas of instruction at the college. (LS)

ED 025 963 EM 017 012

Banks, Thomas L.
Mobile Media at San Francisco Medical Center.
Pub Date 68
Note—7p.

Available from—Acolyte Publications, 647 North Sepulveda Blvd., Los Angeles, Calif. 90049.

Journal Cit—Educational/Instructional Broadcasting; v1 n5 p22-8 Nov/Dec 1968

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Closed Circuit Television, Educational Facilities, Equipment Utilization, *Instructional Materials Centers, *Media Technology, *Medical Schools, *Teaching Procedures, Televized Instruction, Video Tape Recordings

Identifiers—University of California Medical Center

In 1966 the University of California Medical Center at San Francisco (including Schools of Dentistry, Medicine, Nursing, and Pharmacy) established a broadly based communications media center designed to serve the variety of teaching, research, and continuing education requirements of the faculty. This article dwells on the variety of applications its large assortment of equipment affords. (LS)

ED 025 964 EM 017 014

Kelley, Marjorie L.
It's All Between You and the Machine.
Pub Date 68
Note—2p.

Available from—Acolyte Publications, 647 North Sepulveda Blvd., Los Angeles, Calif. 90049.

Journal Cit—Educational/Instructional Broadcasting; v1 n5 p32-3 Nov/Dec 1968

Document Not Available from EDRS.

Descriptors—*Inservice Teacher Education, Microteaching, *Teaching Techniques, Video Tape Recordings

Identifiers—Far West Laboratory for Educational Research and D

Described and discussed is the idea of inservice teacher education through "Microcourses," a format developed by the Far West Laboratory for Educational Research and Development and built upon Stanford University's microteaching concept. (LS)

ED 025 965 FL 000 556

Plastre, Guy
Reflexions sur la Methodologie Audio-Visuelle

Structuro-Globale en Regard des Principes Generaux de la Didactique des Langues Secondes (Thoughts on the Structural-Global Audio-Visual Methodology in Second Language Instruction).

Pub Date 66

Note—18p.; Reprint from Revue de Phonetique Appliquee, n3 p51-67 1966.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Applied Linguistics, *Audiovisual Instruction, Course Content, *Curriculum Development, Grammar, *Instructional Materials, *Language Instruction, Language Research, Language Skills, Phonetics, Psychology, Research Needs, *Teaching Methods, Vocabulary Development

The process of second language teaching is reviewed in this article, written in French, and recognition is given to the influences of linguistics, biology, psychology, and the history of language teaching on present day methodology. Aspects of language teaching methods related to audiovisual and structural-global techniques are identified as (1) selection of material, (2) gradation of elements, (3) presentation of elements, and (4) repetition. Discussion of these four aspects relates to the importance of statistical research for vocabulary selection, the early presentation of phonemic aspects of the language, the need for research on gradation criteria, and the satisfaction of psycho-pedagogical and linguistic exigencies through presentation and repetition devices. (AF)

ED 025 966 FL 000 776

Iodice, Don R.
Guidelines to Language Teaching in Classroom and Laboratory.
Pub Date 61

Note—63p.

Available from—Teaching Research and Technology Division, Electronic Teaching Laboratories, Inc., 5034 Wisconsin Ave., N.W., Washington, D.C. 20016 (\$1.25).

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, Conversational Language Courses, *Instructional Materials, *Language Instruction, Language Laboratories, Language Laboratory Equipment, Language Laboratory Use, Language Role, Language Skills, Language Teachers, Language Tests, Modern Languages, Pattern Drills (Language), School Administration, *Secondary Schools, Tape Recordings, *Teaching Guides, Teaching Methods, Test Construction Guidelines for evaluating, establishing, and administering classroom and laboratory language programs are offered in this report. Attention is focused on the language laboratory, with sections on its use, scheduling, materials and texts, preparation of audio materials, preparation of tests, supervision, discipline, and maintenance. Briefer coverage is given to the language department, school administration and the role of foreign languages, and teaching methods. Appendixes contain information on tape consumption, a list of audio materials and tests, and a bibliography. (AF)

ED 025 967

FL 000 784

Delattre, Pierre

Research Techniques for Phonetic Comparison of Languages.

Pub Date 63

Note—14p.

Journal Cit—IRAL; v1 n2 p85-97 1963

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Articulation (Speech), Audio Equipment, *Comparative Analysis, Consonants, English, Films, French, German, *Language Research, Linguistics, *Modern Languages, Phonetic Analysis, *Phonetics, *Research Methodology, Second Language Learning, Spanish, Spectrograms, Syllables, Vowels

This is the first in a series of articles on general phonetic characteristics of American English. Language research techniques of spectrographic analysis, spectrographic synthesis, articulatory motion-picture study, and statistical calculation are briefly described. Thirty-five areas of phonetic difference for comparison of English to Spanish, German, and French are identified. These include general comparisons of vowel color, consonants, and declarative intonation shapes. Two spectrograms are pictured. For related documents see FL 000 781 and FL 000 782. (AF)

ED 025 968

FL 000 989

Benevento, Jacqueline

A Meaningful Evaluation of Foreign Language Learning: Reading and Writing.

Pub Date [Mar 68]

Note—3p.

Journal Cit—Modern Language Notes; v10 n3 p124 Spring 1968.

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—Academic Achievement, Educational Objectives, Essay Tests, Evaluation, Grading, Instructional Materials, Language Instruction, Language Tests, Modern Languages, Objective Tests, *Reading Skills, Secondary Schools, *Second Language Learning, *Student Evaluation, Student Testing, *Test Construction, *Writing Skills

Identifiers—Taxonomy of Educational Objectives, Cognitive Dom

The article initially treats the difference between measurement (quantitative) and evaluation (qualitative) and explains the essentials for meaningful evaluation as being clearly defined course objectives, teaching methods, and testing procedures. The educational objectives in the "Taxonomy of Educational Objectives, Cognitive Domain" are then considered as an acceptable guide to testing. Advantages and disadvantages of objective and essay tests and their relevance to these educational goals are considered. Particular testing techniques for students at different levels of reading and writing skill are identified, and suggestions are made for the composition and grading of essay tests. (AF)

ED 025 969

FL 000 999

Hocking, Elton

The Sound of Pictures.

National Federation of Modern Language Teachers Association.

Pub Date Mar 68

Note—6p.

Journal Cit—The Modern Language Journal; v52 n3 p141-145 Mar 1968.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Audiovisual Aids, Cross Cultural Training, *Cultural Context, Cultural Education, *Educational Improvement, Foreign Language Films, French, Humanities Instruction, Instructional Films, *Language Instruction, Language Role, Modern Languages, Second Language Learning, Spanish, *Teaching Techniques, *Televised Instruction

A foreign language and culture program is advocated in place of the traditional language and literature program in today's schools. The potential importance of television and films in presenting cultural context is stressed, but the poor caliber of existing foreign language television programs in the United States (with a few notable exceptions) is criticized. The poor quality is attributed to lack of professionalism in the preparation of such programs and insufficient publicizing of the good ones. Some of the better programs which point the way to a revitalized language program are identified and described. (AF)

ED 025 970

FL 001 033

Sweet, Waldo E.

The Continued Development of the Structural Approach.

Joint Association of Classical Teachers, Oxford (England).

Pub Date 67

Note—20p.

Journal Cit—Didaskalos; v2 n2 p141-159 1967

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Audiovisual Aids, Classical Literature, Instructional Materials, *Language Instruction, Language Skills, Language Teachers, *Latin, Linguistics, Multisensory Learning, Programmed Instruction, Second Language Learning, *Structural Grammar, Teaching Machines, *Teaching Methods, *Textbook Evaluation, Textbook Preparation, Traditional Grammar

Identifiers—Artes Latinae: Latin—A Structural Approach

A brief discussion of traditional Latin textbooks is followed by a survey of the first attempts at new materials (emphasizing integration of audiovisual aids and texts) at the William Penn Charter School and at the University of Michigan. The body of the article considers the structural approach, using "Latin: A Structural Approach" (1957) and "Artes Latinae" (1966) as representative texts. Development of programmed instruction by the Encyclopaedia Britannica Films, Inc. and its future possibilities for Latin instruction are also treated. A 25-item bibliography concludes the article. (JH)

ED 025 971

FL 001 054

Program to Increase the Effectiveness of Foreign Language Utilization by Employing Language Laboratory Aides: Program Evaluation.

Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date [67]

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Evaluation Techniques, Followup Studies, Language Instruction, *Language Laboratory Use, *Language Programs, Latin, Modern Languages, *Program Evaluation, Questionnaires, *Secondary Schools, Second Language Learning, Student Attitudes, Tables (Data), *Teacher Aides, Teacher Attitudes, Teaching Methods, Test Results

This is a program evaluation of a language laboratory aide project initiated in two Milwaukee high schools. Some brief remarks on objectives, the schools involved, and project procedures are followed by the evaluation plan. Major attention is directed to the section on results, including pretest and posttest comparisons, a follow-up study, student reactions, teacher reactions, a laboratory aides analysis, and a laboratory utilization index. Results were generally positive. (AF)

ED 025 972

FL 001 055

Turner, Ronald C.

CARLOS: Computer-Assisted Instruction in Spanish at Dartmouth College.

Dartmouth Coll., Hanover, N.H.

Pub Date 68

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—*Computer Assisted Instruction, Costs, Educational Experiments, Experimental Teaching, *Instructional Innovation, Instructional Materials, *Language Instruction, Modern Languages, Pattern Drills (Language), Programmed Instruction, Programmed Texts, *Spanish, Student Attitudes, *Syntax, Tables (Data), Teaching Machines, Teaching Techniques

Identifiers—CARLOS, Computer-Assisted Review Lessons on Syntax, Dartmouth College

The computer-assisted instruction project in review Spanish, Computer-Assisted Review Lessons on Syntax (CARLOS), initiated at Dartmouth College in 1967-68, is described here. Tables are provided showing the results of the experiment on the basis of aptitude and achievement tests, and the procedure for implementing CARLOS as well as its place in the course routine are discussed. The article notes attitudes toward CARLOS as measured by an evaluation questionnaire filled out by the participants, and, in conclusion, comments on the cost and future of the project. Instructions for use, the program for Lesson Ten, and a sample lesson are included in the appendixes. (JH)

ED 025 973

FL 001 058

Das Gupta, A.K., Ed.

Indian Educational Material: Annotated Quarterly Bibliography, Vol 2 No 1: September 1967.

Indian National Scientific Documentation Centre, Delhi; National Science Foundation, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TT-68-50601-1

Pub Date Sep 67

Note—113p.

EDRS Price MF-\$0.50 HC-\$5.75

Descriptors—Academic Achievement, *Annotated Bibliographies, Curriculum, Educational Philosophy, Educational Psychology, *Educational Research, Guidance Counseling, Higher Education, Instructional Materials, International Education, *Program Descriptions, Public Schools, Rural Education, School Administration, Teacher Education, *Teaching Methods, Testing, *Units of Study (Subject Fields), Vocational Education

Identifiers—India

Descriptions of special programs and research efforts in the schools of India during the period July-September, 1967 are presented in this bibliography of over 200 items with abstracts. Materials cover different levels of education: adult, basic, higher, general, elementary, secondary, part-time, rural, and special education. Also treated are student-related concerns (disciplinary problems, student selection, and study abroad) and teacher education (status and method). Such administrative problems as curriculum, economics and finance, evaluation, planning and policy, school forms, instructional materials, statistics, testing, and socioeconomic status are discussed. Attention is given to educational psychology, research, and academic achievement and to the subject fields of reading, science, social education, vocational education, guidance, and health. There is a special section on Indian language problems and education and a list of the periodicals and newspapers abstracted. For a related document see ED 016 168. (DS)

ED 025 974

FL 001 059

International Conference, The Teaching of Modern Languages To-day (2nd, Milan, Italy, September 11-12, 1967).

International School of Milan (Italy); Oxford Institutes in Italy, Milan.

Pub Date Sep 67

Note—119p.

EDRS Price MF-\$0.50 HC-\$6.05

Descriptors—Applied Linguistics, Audiolingual Methods, *Conference Reports, English (Second Language), Foreign Countries, Grammar, International Organizations, *Language Instruction, Language Laboratory Use, Language Research, Language Skills, *Modern Languages, Phonetics, *Private Schools, *Second Language Learning, Teaching Methods, Vocabulary

Six conference papers, presented first in Italian and then in English, are collected in this booklet. They are: "International Comprehension through Education" by H.R. Light, "The Preliminary Period in Foreign Language Learning" by Djoraj Kostic, "Reconciling Old and New Methods of Language Teaching" by Derrick Plant, "The Use of the Language Laboratory" by C. Wilson, "The Problem of the Initial Vocabulary and Trends in Applied Linguistics in Reference to Problems in Language Learning" by Michael West, and "Experimental Trends in Foreign Language Teaching" by R. Titone. A list of the conference participants is appended. (SS)

ED 025 975 FL 001 066
Evaluation of Foreign Language in the Elementary School.

Wantage Public Schools, N.Y.

Pub Date Feb 68

Note—99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors—Administrator Attitudes, Audiolingual Methods, *Flex Programs, High School Graduates, Language Learning Levels, *Language Proficiency, Language Skills, Parent Attitudes, *Program Evaluation, *Questionnaires, *Secondary School Students, Spanish, Student Attitudes, Tables (Data), Teacher Attitudes, Test Results

Identifiers—Wantage Public Schools

These materials attempt to illuminate some of the effects of the Wantagh FLES program on high school language work and on the attitudes of students, parents, teachers, and administrators. Analyses are made of the performances of Wantagh High School French students on the Modern Language Association (MLA) Cooperative Foreign Language Tests for levels 2-4 and of the foreign language "histories" of seniors. The major part of the evaluation presents summaries of responses to various opinion surveys—(1) high school graduates to the public school language program, (2) parents to the FLES program, (3) teachers to the FLES program, and (4) school administrators to the New York State Education Department Cooperative Review Instrument. Some program revisions are recommended, and data tables and graphs are provided. (AF)

ED 025 976 FL 001 070

Cotner, Thomas E.

International Educational Exchange: A Selected Bibliography.

Office of Education (DHEW), Washington, D.C.

Div. of International Education.

Report No.—OE-14066

Pub Date 61

Note—120p.

EDRS Price MF-\$0.50 HC-\$6.10

Descriptors—*Bibliographies, Books, Counseling Services, Cross Cultural Training, Education, *Exchange Programs, Federal Programs, Fellowships, Foreign Relations, Foreign Students, Instructional Materials, *International Education, International Organizations, *International Programs, Periodicals, *Program Descriptions, Program Planning, Scholarships

Books, pamphlets, articles, and public laws and regulations are listed in this selected bibliography. Major attention is given to international fellowships, scholarships, and exchange of persons programs, and to counseling and program planning for exchange visitors from other countries. There is a shorter section for reports on exchange programs. Bibliographies on related fields are identified, and names and addresses are provided for the periodicals and publishers cited. (AF)

ED 025 977 FL 001 084

Oller, John W. Obrecht, Dean H.

Pattern Drill and Communicative Activity: A Psycholinguistic Experiment.

Pub Date May 68

Note—10p.

Journal Cit—IRAL; v6 n2 p165-174 May 1968

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Applied Linguistics, *Educational Experiments, High School Students, Instructional Materials, Language Research, Language Skills, Oral Communication, *Pattern Drills (Language), *Psycholinguistics, *Second Language Learning, *Spanish, Teaching Techniques

An experiment measuring the effectiveness of two procedures for presenting pattern drills was devised in order to show that pattern drills are most useful as a learning device if deliberately re-

lated to situational or meaningful content. Criteria for the selection of subjects are presented here, as are sample test items and a table of results. Techniques of the study are briefly evaluated. The authors emphasize the need to differentiate between skill (manipulative skills) and art (expressive use) in foreign language teaching, but do not recommend a separation of the two in actual classroom practice. (JH)

ED 025 978 FL 001 085

Ravem, Roar

Language Acquisition in a Second Language Environment.

Pub Date May 68

Note—11p.

Journal Cit—IRAL; v6 n2 p175-185 May 1968

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Bilingualism, *Children, *English (Second Language), Interference (Language Learning), *Language Development, Language Research, Linguistics, Negative Forms (Language), Norwegian, *Second Language Learning, Sentence Structure, *Syntax, Verbs

This report discusses a study of a Norwegian six-year-old child's acquisition of English syntax in a second language environment. Interrogative and negative sentences which require periphrasis with "do" are the forms considered in the analysis. Although the formal aim of the study is limited to an effort at discovering more about developmental sequences in second language learning as compared with first language learning, some comments on the study's implications for foreign language teaching methodology are made in conclusion. (JH)

ED 025 979 FL 001 086

Schafeld, Harry

The Application of Linguistics to the Problem of Teaching Pupils to Translate Complex Latin Sentences Into English.

Pub Date May 68

Note—7p.

Journal Cit—IRAL; v6 n2 p187-193 May 1968

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Grammar Translation Method, *Instructional Innovation, Language Instruction, *Latin, Learning Difficulties, Linguistics, Reading Skills, Secondary Schools, Second Language Learning, Sentence Structure, *Structural Grammar, *Teaching Methods, *Translation

Remedies are suggested for difficulties encountered in Latin to English translations by pupils in the fourth and fifth forms of English Grammar schools. Reading skills proficiency is seen as a prerequisite for effective translation, and stave analysis is suggested as a method of solving the problem of gross error in pupils' translations of complex Latin sentences. The importance of comprehending structure (as opposed to word translation) for full understanding of a language is stressed, and linguistic markers as signals of structure are considered as the guiding principles of the method. A short bibliography is included. (JH)

ED 025 980 FL 001 087

Continuity in Foreign Language Instruction; A Conference Report.

Massachusetts Foreign Language Association.

Spons Agency—Massachusetts State Dept. of Education, Boston. Bureau of Elementary and Secondary Education.

Pub Date [66]

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Articulation (Program), College Language Programs, *Conference Reports, Fles, *Language Instruction, Language Learning Levels, Language Research, Modern Language Curriculum, Professional Associations, Secondary Schools, *Student Placement, Teacher Education, *Teaching Methods

An outline of the program of this 1966 conference at Wellesley College and transcripts of the speeches presented are included. A keynote address by Kenneth Milkenberger discusses language teacher preparation, research problems, and various teacher organizations. Three addresses consider prevention of a discontinuity in elementary schools (Lincoln Lynch), secondary schools (Dorothy Chamberlain), and colleges (Jack Stein), James Powers and Robert Nelson both consider how to guarantee consistency of method, while problems of student placement are discussed by Anne Slack, Robert Collier, and F. Andre Paquette. (AF)

ED 025 981 FL 001 092

Currier, Richard L. Cobb, Walter J.

Modern Foreign Languages Test Results, Spring 1967 - Analysis.

Pennsbury School District, Fallsington, Pa.

Pub Date Mar 68

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Comparative Analysis, French, German, Graphs, Language Skills, *Language Tests, Listening Comprehension, *Modern Languages, *Secondary School Students, Spanish, *Statistical Data

Identifiers—MLA Cooperative Foreign Language Tests

Results of some of the Modern Language Association (MLA) Cooperative Foreign Language Tests, administered to students of Spanish, German, and French in grades 9-12 in the Pennsbury School District of Pennsylvania are compared with the national norms. Although most of the comparison is set up in tables a summary of the analysis is included. Frequency distributions of the students' converted scores are illustrated with graphs. (AF)

ED 025 982 FL 001 096

Smith, Melvin I.

Teaching Spanish by Being Responsible for Specific Objectives. Stanislaus County Schools Project for the Development of County Wide Articulation in Foreign Language Instruction Through Common Measurement Procedures.

Stanislaus County Schools, Modesto, Calif.

Pub Date 30 Jan 68

Note—269p.

EDRS Price MF-\$1.25 HC-\$13.55

Descriptors—Audiolingual Methods, *Behavioral Objectives, Course Objectives, Instructional Materials, Language Skills, *Language Tests, *Listening Comprehension, Pattern Drills (Language), Second Language Learning, *Spanish, Student Placement, Syntax, Tables (Data), Teaching Guides, *Teaching Methods

An introduction to this teaching guide briefly explains the underlying theory of language, identifies behavioral objectives, and offers taxonomies of the four language skills. The major portion of the guide is composed of transcripts of Spanish listening comprehension tests. The tests are designed for use with audiolingual materials (ALM) and cover ten units. For each unit, there is a script, student answer booklet, list of objectives, master answer key, and student answer sheet. Transfer tests are provided for ALM Units 1-3, 4-7, and 8-10. There are also placement tests for Units 1-5 and 6-10. (AF)

ED 025 983 FL 001 100

Vistazos Intimos De Puebla; Una Compilacion De Informes Individuales Preparados Por Los Participantes Del Instituto De Verano (NDEA) (Close-ups on Puebla; A Compilation of Individual Reports Prepared by the Participants of the NDEA Summer Institute).

Wichita State Univ., Kans.

Pub Date 63

Note—156p.

EDRS Price MF-\$0.75 HC-\$7.90

Descriptors—College Language Programs, Conversational Language Courses, *Cross Cultural Training, Cultural Education, Foreign Countries, Foreign Relations, Inservice Teacher Education, *Language Skills, *Language Teachers, Program Descriptions, Second Language Learning, Sociology, *Spanish, *Summer Institutes, Teacher Education

Identifiers—NDEA Summer Institutes, Puebla, Mexico, University of Wichita

The individual and committee reports on the sociology of Puebla, Mexico, which are collected here, were written by participants in an NDEA Summer Institute program of the University of Wichita, Kansas. The underlying motives of the program, described in the preface, were to provide participants with real language experience and a chance to practice language skills. Methods devised for fulfilling these objectives are also outlined. Among the topics covered in the reports are education, government, industry, religion, transportation and communication, recreation, tradition and family life, and language features. (AF)

ED 025 984 FL 001 104

Grebenschikov, V.

[The Audiovisual Method of Studying Russian.]

Pub Date 65

Note—10p.

Journal Cit—A Pedagogical Journal in Russian; v19 n71-72 p47-55 1965

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Audiovisual Aids, *Audiovisual Instruction, *Audiovisual Programs, Course Content, *Course Descriptions, Program Effectiveness, *Russian, *Teaching Methods

Activity in the audiovisual teaching of French to students from Afro-Asiatic countries after the second World War at the Pedagogical Institute of St.-Cloud inspired Professor P. Guberin of Zagreb University to develop a course of 50 lessons for teaching Russian by this method. The use of tapes, films, and textbooks with records is treated here, and the sequence of lesson phases for the course is briefly outlined. A discussion of the strong and weak points of this audiovisual method concludes the article. (JH)

ED 025 985

FL 001 105

Poltoratzky, M.A.

[General Characteristics of English Grammar Compared With Russian.]

Pub Date 65

Note—32p.

Journal Cit—A Pedagogical Journal in Russian; v19 n71-72 p21-61 1965

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Adjectives, Comparative Analysis, *Contrastive Linguistics, *English, Grammar, Language Instruction, *Morphology (Languages), Nouns, Pronouns, *Russian, Syntax, *Teaching Methods, Verbs

This article, written in Russian, propounds the application of the contrastive method in teaching the morphology of Russian to English-speaking students. The presentation is based on categorization by parts of speech. Included here is a comparative analysis of nouns (gender, number, case, expression of definite and indefinite articles), adjectives, pronouns (personal, possessive, demonstrative, relative), and the verb (including person, tense, aspect, mood, and voice). (JH)

ED 025 986

FL 001 168

Whalen, Robert, Ed. Tatlow, Fred, Ed.

Proceedings of the Conference on the Role of Canadian Universities in the Teaching of English and French as Second Languages.

Association of Universities and Colleges in Canada, Ottawa (Ontario).

Pub Date 30 May 68

Note—82p.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—Audiolingual Methods, Bilingualism, College Language Programs, *College Role, *Conference Reports, Cross Cultural Training, *English (Second Language), Foreign Relations, *French, *Language Instruction, Language Research, Language Skills, Literature, Oral Communication, Secondary Schools, Second Languages, Teacher Education, Teacher Workshops, Translation

Identifiers—Canada

A compilation of conference proceedings and addresses, in English and in French, of an August, 1967 meeting in Quebec, Canada is presented. Nelson Brooks offers the keynote speech on bilingualism today. Other speakers and topics include Guy Plastre on the conference theme, Ronald Sutherland on French and English-Canadian literature, Jean-Paul Vinay on the university role in developing Canadian bilinguals, F. Andre Paquette on teacher training, Jean Darbelnet on training translators and interpreters, and LeRoy James Benoit on language research preparation and the Modern Language Association's list of qualifications for secondary school language teachers. The proceedings report covers transcripts of the minutes, workshop sessions, discussions, and opening remarks on research and instructional methods. A list is given of participating institutions and delegates. (DS)

ED 025 987

FL 001 169

Be, U, Comp.

Education Abstracts - Burma.

National Science Foundation, Washington, D.C.

Pub Date [Jun 68]

Note—36p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—*Abstracts, *Annotated Bibliographies, *Burmese, Burmese Culture, *Education, Educational History, English (Second Language), *Foreign Countries, Foreign Relations, Higher Education, International Education, Language Instruction, Literacy, Newspapers, Periodicals, Primary Education, Secondary Education, Statistical Data, Teaching Methods

Identifiers—Burma

Summaries of Burmese newspaper and periodical accounts published from January through April 1968, offering information on primary and secondary education, higher education, and the history of Burmese higher education are reproduced in this 114-item bibliography with abstracts. The section covering primary and secondary education offers excerpts from articles on methods of teaching Burmese and English, teacher activities, students' voluntary labor, camps, the arts, literacy campaigns, and examinations. Abstracts presented in the higher education section discuss convocations, medical and health education, economics, and a research congress and also cover editorials, publications, and lectures. A special section on higher education in Burma includes discussions in the following categories: (1) before Independence, 1948, (2) after Independence, 1948-62, (3) the period 1962-68, and (4) publications on university education in Burma. (AF)

ED 025 988

FL 001 172

Birkenmayer, Sigmund S.

A Selective Bibliography of Works Related to the Teaching of Slavic Languages and Literatures in the United States and Canada, 1942-1967.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Spons Agency—Modern Language Association, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Pub Date 68

Note—41p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Avenue, New York 10011 (\$1.00).

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—*Annotated Bibliographies, Anthologies, Cross Cultural Training, Cultural Context, Curriculum Development, Curriculum Problems, Dictionaries, Instructional Materials, *Language Instruction, Language Learning Levels, Linguistics, *Literature, Reference Materials, *Second Language Learning, *Slavic Languages, Teacher Education, Teacher Qualifications, Teaching Methods, Testing, Textbooks

This annotated supplement to the annual bibliography of the American Council on the Teaching of Foreign Languages (ACTFL) contains articles, studies, research reports, monographs, books, and bibliographical and reference sources. There are sections on linguistics, physiology and psychology of language learning, cultural context, foreign literature, curricular problems and developments, and teacher education and qualifications, as well as on materials and equipment, methods, testing, bibliography, dictionaries, and reference works. Listings are by language and by level. An author index is also included. (AF)

ED 025 989

FL 001 203

Griffith, Janet D.

Results of the Survey of the Use of Programmed Foreign Language Instruction in American Universities and Colleges. Clearinghouse Report. Center for Applied Linguistics, Washington, D.C. Clearinghouse for Self-Instructional Language Materials.

Pub Date Jul 65

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Autoinstructional Aids, *College Language Programs, English (Second Language), Language Instruction, Language Skills, *Modern Languages, Program Administration, *Program Development, *Programmed Instruction, Programmed Materials, Research Methodology, Student Attitudes, *Surveys, Tables (Data), Teacher Attitudes

A two-phase survey was conducted by the Center for Applied Linguistics Clearinghouse for Self-Instructional Language Materials to (1) identify modern language departments of U.S. colleges and universities using programed materials, and (2) describe the extent of the departments' use and development of such materials. A brief description of the Phase 1 questionnaire is followed by discussions of responses, programs used, characteristics of the institutions, supplementary programs, and other surveys. Results of the Phase 2 questionnaire (a copy is included in an appendix) are presented in terms of program administration, student and instructor comments, and instructor plans and attitudes. Bibliographical data are included in the footnotes. (DS)

ED 025 990

HE 000 130

Report of the Advisory Committee on Higher Education to the Secretary of Health, Education, and Welfare.

Pub Date 1 Jul 68

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Communication (Thought Transfer), *Educational Policy, Equal Education, Federal Aid, *Financial Policy, *Financial Support, *Higher Education, Objectives, *Policy

Identifiers—*National Council on Higher Learning

A committee appointed to examine the state of communications between the federal government and institutions of higher education defined the federal role as no longer purely supportive but one of primary responsibility for the destiny of higher education. Because the government is uniquely able to provide overall strengthening to academic institutions on which it is dependent for services and training, and because state boundaries have little meaning for many aspects of higher education, a statement of national goals has become imperative. A nationally controlled system is, however, strongly opposed. A viable process through which educational administrators can formulate national policies is needed, for current patterns of federal support are inadequate and inconsistent. The committee recommended establishment of long range goals, such as equal access to higher education for all qualified students and the provision of adequate facilities and support, and long range policies concerning funding. A National Council on Higher Learning should be created and located in the Office of the Secretary of HEW to serve as a forum for discussion of major issues. The formal liaison between government and higher education, the Council should be composed of 15 members selected as outstanding experts in the field and not as association representatives. Further, the Federal Interagency Committee on Education should be strengthened sufficiently to coordinate all federal programs in education. (JS)

ED 025 991

HE 000 133

Powell, Lewis F., Jr.

A Strategy for Campus Peace.

American Association of Colleges and Universities, Washington, D.C.

Pub Date 11 Nov 68

Note—24p.; Speech presented to the American Association of State Colleges and Universities, Washington, D.C., November 11, 1968.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Academic Freedom, *Administrative Problems, College Environment, Decision Making, Faculty, *Higher Education, *Presidents, Student Organizations, *Student Participation, *Student Reaction

Identifiers—*New Left, Students for a Democratic Society

College presidents have traditionally been burdened with pressures from alumni, trustees, faculty, students, politicians. However, mounting pressure from the New Left has made the role of the college president a hazard to health of body, mind and reputation. The goals of the New Left are first to disrupt and then to destroy our system of higher education and our representative form of government. These, however, are not the goals of the majority of students. Organizations such as Students for a Democratic Society simply escalate demands as concessions are made, but legitimate student grievances should be listened to and channeled to the administration. Increasing faculty power should be accompanied by an equal sense of responsibility. Academic freedom should not mean license without limits, protected by an unchallenged system of tenure. The basic academic freedoms of expressing divergent views, protesting injustice, and promoting social change will be frustrated if current trends toward license, discord, even anarchy on campus and in the streets are not checked. The sooner New Leftists and their faculty allies are expelled, the sooner our campuses will resume their historic roles as centers of reason and intellectual pursuit. It must be evident that none of the grave problems of our time can be solved unless we first preserve an ordered society in which law is again respected and due process observed. (CS)

ED 025 992

HE 000 205

Susman, Warren I.

The Reconstruction of an American College, Some Proposals for Rutgers College.

Rutgers, The State Univ., New Brunswick, N.J. Rutgers Coll.

Pub Date Oct 68

Note—121p.

EDRS Price MF-\$0.50 HC-\$6.15

Descriptors—*College Environment, College Faculty, *College Role, *Curriculum Development, *Educational Programs, *Higher Education, Instructional Improvement, Instructional Innovation, Integrated Activities, Student Participation

An intensive study of Rutgers College was made during the spring semester of the 1967-1968 school year for the purpose of evaluating the College's instructional program. The report examines many institutional functions within the context of current higher education concerns and their particular relationship to the perceived role of Rutgers College. Recommendations are made to revitalize, or to completely retain, some programs, policies or practices, depending on the extent of their contributions to the College's overall purpose. If they defeat general educational aims, it is proposed that they be discarded and efforts made to provide relevant, innovative educational experiences. Emphasis is placed on the development of a college self-identity, and the need to replace an outdated, rigidly administered instructional program with a "living" curriculum, based on flexible principles, that would adapt to ever-changing institutional and social needs. Other topics included in the report deal with student self-image, faculty and student participation in decision-making processes, college environment, individual fulfillment, and the improvement of teaching. (WM)

ED 025 993

HE 000 208

Cross, K. Patricia

Beyond Ability.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date 67

Note—5p.; Article in The Research Reporter; v2 n1 1967

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Community Colleges, Dropouts, Family Environment, *Higher Education, *Motivation, Objectives, *Parental Background, *Persistence, Special Programs, *Students, Values

Identifiers—*Trent-Medsker study

Although many economic barriers to higher education in the US have been removed, many potential college students lack the will to seek a college degree. The 4-year Trent-Medsker study of some 10,000 high school graduates found that nearly 40% of the students able to enter college didn't and over 50% who did later withdraw and did not return during the study period. Of the students who started college, most entered local institutions, changed colleges at least once, and did not graduate within 4 years. Motivation to enter or persist seems to be most influenced by father's occupation, mother's education, general parental encouragement and cultural enrichment in the home. Dropouts and nonattenders saw the value of a college education in terms of vocational training and rejected ideological exploration whereas graduates viewed their education as the gaining of knowledge and appreciation of ideas and were inclined toward abstract, reflective thought. Programs are needed to develop these intellectual goals where they are lacking. To break some cycles of indifference to education, universities need not expend vast resources for there are potential students in the backyard of almost every college. To motivate bright students to enter or persist in college, either the students must learn to value a traditional education or colleges will have to become more relevant for more students. The provision of local colleges tuned to the needs of the community and attempts to strengthen the WILL for college are both fruitful means for bringing about universal higher education. (JS)

ED 025 994

HE 000 210

Palola, Ernest G. And Others

Qualitative Planning: Beyond the Numbers Game. California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date 68

Note—5p.; Article in The Research Reporter; v3 n2 1968

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Educational Planning, *Faculty, Financial Problems, *Higher Education, Objectives, *Planning, Research, *State Agencies, Universal Education

Identifiers—*Center for Research and Development in Higher Education

Higher education is facing unprecedented challenge and change in the form of 3 major crises: the "quantitative crisis" of rapid growth induced by a new commitment to universal higher education, the fiscal crisis brought about by greatly increased demands for state and local revenues to support higher education, and the "qualitative crisis" caused by the raising of fundamental questions by students, faculty, legislators and the public about the aims and purposes of higher education. One response to the quantitative and fiscal crises is the establishment of statewide coordinating agencies. Some colleges have responded to the qualitative crisis by instituting ends-oriented planning that includes the examination and determination of all major long-range policies concerning institutional functions and activities. Faculty participation in such planning is crucial. To identify how critical decisions made outside institutions affect their mission and role, a study was made of statewide planning in 4 states and 400 interviews of faculty and administrators active in the planning process were conducted. The extent and reasons for faculty involvement or lack of involvement were examined. Findings suggest that faculty reluctance to participate in planning may continue until: a broader definition of planning is adopted; organizational and professional recognition and encouragement are given to faculty efforts; and planning becomes a more effective instrument for change. The major flaw in planning now is the overemphasis given to means-oriented problems. (JS)

ED 025 995

HE 000 211

Cross, K. Patricia

Students' Education of One Another.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date 68

Note—4p.; Article in The Research Reporter; v3 n2 1968

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Cocurricular Activities, *Higher Education, *Interests, Interest Tests, *Learning, Research, *Students

The separation between the classroom and extracurricular activities of students has long been recognized by educational reformers. Much fundamental learning occurs outside the classroom. As part of an overall longitudinal research project to determine the sources of impact on the lives of students as they develop or fail to develop in line with their initially assessed potentialities, a discussionnaire was administered to freshmen in 5 diverse colleges in Spring 1967. Consisting of 120 possible topics for discussion, it asked students to state how often during the past year they had discussed the topic with persons their own age. Analysis of the top 10 topics for each campus shows that some topics are frequently discussed on all campuses, some are unique to particular campuses, and others are related to the sex of the respondent. The Vietnam war was of major concern to students on all campuses, but the 1 topic that ranked among the top 10 on every campus for men and on 3 out of 5 for women was the "state's governor and policies." On the Negro campus surveyed, there was considerable disparity between the conversations of men and women, though on other campuses, interests of women tended to parallel those of men. Most students tended to talk about subjects that directly concerned them rather than about broad social issues. (JS)

ED 025 996

HE 000 221

Heist, Paul

Intellect and Commitment: The Faces of Discontent.

California Univ., Berkeley. Center for the Study of Higher Education.

Pub Date 65

Note—29p.; Edited version of article in Order and Freedom on the Campus, WICHE and Center for the Study of Higher Education, 1965.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Academic Achievement, *Higher Education, Individual Characteristics, *Intelligence Level, Personality Tests, Student Attitudes, *Student Characteristics, Student

Leadership, *Student Organizations, Student Participation

An analysis of student protest movements on 3 separate campuses revealed that leaders of the movements were brighter than average, usually classified themselves as non-religious, but were morally concerned about social and political issues. Participants in the Free Speech Movement (FSM) at Berkeley were found to have similar characteristics, and Center researchers conducted a more detailed study on initiators of and participants in the movement. Three hypotheses were used to compare FSM students with non-participating or average students: (1) that FSM participants are better students, more autonomous, have broader intellectual dispositions and obtain higher GPAs, (2) that there is a larger percentage of transfer students in the FSM group, and (3) that the majority of transfer students come from selective liberal arts, private, and public institutions. Three student samples were surveyed: 188 FSM participants who had been arrested, 60 FSM volunteers, and a randomly selected group of non-participating seniors. Findings of the study supported the 3 hypotheses. The arrested and volunteer students represent an unusual group that possesses exceptional scholarship potential, and their concern about social problems and political issues is secondary to their educational goals. They felt a need to become involved in academic matters and to attempt to establish a relationship between their education and problems in the world. (WM)

ED 025 997

HE 000 227

Cirese, Sarah

Liberal Studies and College Environments in Engineering Education—What Aims, What Effect?

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date 17 Jun 68

Note—24p.; Paper presented to Annual Meeting of the American Society for Engineering Education, Los Angeles, California, June 17-20, 1968.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*College Environment, *Engineering Education, *Higher Education, Humanities, Institutional Environment, *Liberal Arts, Social Development, Student Behavior, *Student Characteristics, Vocational Adjustment

The complexities involved in combining generalized and specialized studies are discussed in a descriptive analysis of the Harvey Mudd College (HMC), which has a campus environment typical of US institutions offering undergraduate engineering programs. Of 7 environmental characteristics at HMC student personalities and the socio-psychological culture (created by students, faculty and curricula), contribute most to academic surroundings. The majority of the engineering students were found to be self-reliant, free from dogmatic religious thought, and considered their vocational training as the prime reason for going to college. Their lack of commitment to social, political or scholarly causes, however, results in a stable though unexciting college environment. It is felt that humanities and social science programs contribute to the development of certain student characteristics that broaden professional and social roles. Liberal studies should be included in engineering programs to motivate critical thinking and social commitment, and to expand the limited outlook currently held by engineering students. (WM)

ED 025 998

HE 000 230

Heist, Ann M.

Today's and Tomorrow's Students.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date 13 Apr 67

Note—16p.; Paper presented at California Association of Women Deans and Vice-Principals Conference, San Francisco, California, April 13-15, 1967.

EDRS Price MF-\$0.35 HC-\$0.90

Descriptors—*Educational Needs, *Higher Education, Intelligence Level, Student Alienation, Student Behavior, *Student Characteristics, Student Interests, Student Needs, *Student Subcultures, *Values

Today's student differs from his counterpart of the 1950's in character, aspiration, experience, and educational and family background. Generally more independent and mature, the students of the 1960's tend to involve themselves in

any of 5 subcultures as a means of expressing their concern about a number of issues. The sorority or fraternity culture has lost its appeal except for a few that are shifting their interests from social to political issues. The vocationally-oriented group attends college as a step toward a career. The intellectuals, mainly humanities and social sciences majors, pursue knowledge as an end in itself. Some students in the Bohemian culture are intelligent non-conformists who adopt eccentric modes of dress and behavior, and others are political activists who regard the university as a political platform. The hippie culture claims rejection of all cultures and societies and is the most dynamic of the youth groups. The basic problem for the university is the conception of a unified program that satisfies the academic and individual needs of each group. In order to communicate effectively, educators should attempt to acquaint themselves with and understand the characteristics and concerns of today's students, for they represent our future decision makers. The values derived from a college education today will influence the attitudes of tomorrow's student population through their parents-to-be, or today's students. (WM)

ED 025 999 HE 000 241

Heist, Paul, Ed.

Education for Creativity, A Modern Myth?
California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date 67

Contract—OEC-6-10-106

Note—174p.; Proceedings of a Conference on Education for Creativity in the American College, Berkeley, California, Spring 1966.

EDRS Price MF-\$0.75 HC-\$8.90

Descriptors—Academic Standards, Creative Ability, *Creative Development, *Creative Expression, *Creativity, Educational Change, *Educational Objectives, *Higher Education, Self Expression, Student Motivation, Talent Utilization

The paucity of meaningful academic experiences for potentially or highly creative individuals prompted researchers and performing artists to meet and discuss the implications for creative opportunities in higher education. A truly creative person is thought to be independent, innovative, flexible, with a highly developed sense of the theoretical and the esthetic, and exercises discipline only when he considers it necessary. A rigidly structured and organized academic system invariably discourages self-expression. Consequently, a number of students transfer from or drop out of educational systems too formalized for their tastes. Unfortunately, academe generally assumes that educational needs of all unusual students are met in programs designed for the gifted or exceptional, and many creative individuals who do not meet necessary academic requirements are excluded or ignored. Many questions were raised to which answers could not be provided but participants agreed that very little research has been done on creativity at the college level, except in the creative arts. The task ahead involves learning about the nature and forms of creativity, establishing whether it is innate or may be developed. Then programs should focus on quality education for the total human being, and be flexible enough to stimulate and encourage creative expression. A bibliography of related publications is included. (WM)

ED 026 000 HE 000 261

Martin, Warren Bryan

Education as Intervention.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date [68]

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Educational Change, Educational Innovation, *Governance, *Higher Education, *Intervention, Middle Class Values, Social Influences, *Social Values, Student Participation, Values

US higher education offers a diversity of programs, electives and courses but requires student conformity to prescribed values which relate only to societal structures within the academic community. Institutions of higher education emphasize achievement-oriented social styles evolving from an accepted philosophy that stresses energy, compromise and pluralism as means to such goals as power, fame and wealth.

The success of a student is based not only upon his academic achievement but also his adherence to these institutional social values. Today's society is challenging higher education to train experts in technological and electronic fields while youths seek new relationships between administration, faculty, education, society, and themselves. Current pressures are exposing the limitations of education's social function at a time when colleges and universities are experiencing some internal uncertainty. These combined forces might effect several changes on the campus, including (1) changes in organization and administration of colleges and universities, especially greater involvement of students in institutional governance and academic policy formulation, (2) interdisciplinary studies combined with field work, linking fields to each other and bringing the campus to the community, and (3) changes in student-faculty relationships, where students assume more responsibility for their education and are given opportunities to develop both intellectually and emotionally. (WM)

ED 026 001 HE 000 263

McConnell, T. R.

The Attainment of Individuality.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date Mar 66

Note—22p.; Seminar given at the University of Minnesota to mark the 25th anniversary of the Coffman Memorial Union, March 1966.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Academic Freedom, *Higher Education, *Individual Characteristics, *Individual Development, Institutional Environment, *Intellectual Development, *Personal Values, Student Attitudes, Student Behavior, Student Development

A commonly held assumption is that students should enter college with values and attitudes shared by their parents and, following 4 years of preparation, leave as adults with identical values and attitudes. It is becoming evident that today's students have chosen to depart from these expectations, since growing numbers of them are entering college with an already high degree of intellectual independence and social autonomy. The usually traumatic process of breaking away from paternalism and developing a personal identity would be smoother if college experiences had greater impact on students' personality characteristics and room for their interests and values. Students should be accorded an increasing degree of freedom and responsibility, accompanied by gradually decreasing supervisory guidance, in order to intelligently evaluate their values, develop self-reliance, and learn to make responsible decisions. The individuality of a student will slowly emerge when he tests his values against those of a wide variety of other individuals and groups. The university has the dual role of preparing its students scholastically and making knowledge relevant to personal development and social progress. It should provide environments which stimulate creative expression by students who determine their own standards of community behavior and deal with infractions of these standards in the classroom and on the rest of the campus. (WM)

ED 026 002 HE 000 269

Heiss, Ann M.

The Utilization of the College and University Teacher.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date Aug 68

Note—40p.; Prepared as a chapter in Commissioner Howe's Assessment Report on the State of the Education Profession, August 1968.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—*Educational Innovation, Educational Resources, *Faculty, Graduate Professors, *Higher Education, *Research, Staff Role, Student Development, *Teacher Role, Teaching Load

There are approximately 350,000 full-time college and university professors of varied educational backgrounds distributed among 2,000 institutions differing in size, purpose and level. A college professor spends an average of 12 to 15 hours a week teaching and the remainder of his time preparing lectures, grading papers, keeping records, attending meetings and seeing students. The teaching time of the graduate faculty

member is almost half that of the college professor, allowing him time to conduct other scholarly activities, mainly research. Many observers feel that if teaching and research were rewarded proportionately, the "publish or perish" requirement for non-tenured faculty would be eliminated and more committed individuals would be attracted to faculty positions. A recent study of faculty members of 10 ranking US graduate institutions reveals that over 50% believe that interdisciplinary organization would result in greater faculty utilization and student development, yet 80% reported that their disciplines were organized along departmental lines. On the basis of commitment and interest in pure versus applied studies, 4 types of faculty were identified: teacher, scholar-researcher, demonstrator, and consultant; how they are utilized varies with individual institutional needs. Inadequate grading and credit systems, outdated lecture methods and class schedules hinder faculty self-renewal and growth. Innovative educational approaches are suggested for more effective utilization of faculty talents and intellectual stimulation of students. (WM)

ED 026 003 HE 000 270

Whittaker, David

Student Subcultures Reviewed and Revisited.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date Jul 68

Note—27p.; Paper presented to Conference of National Association of Student Personnel Administration, Berkeley, California, July 1-4, 1968.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Environmental Influences, *Higher Education, *Individual Development, Peer Groups, Self Concept, Social Factors, Student Alienation, Student Behavior, *Student Characteristics, *Student Subcultures

Studies conducted between 1956 and 1966 indicate that what students learn in college is determined by an interaction of individuality and norms common to peer groups, and that identification of individual characteristics leads to the discovery of student subcultures. An important developmental stage during late adolescence is the consolidation of identity. In today's era of social change, a student finds individual development difficult because he may resist roles already accepted by society, and college environments may or may not help him in his search for a self-fulfilling role. A student's personality and his sharing of perceptions and values of the world with others links him to a subculture group. A comparison of subculture groups at different campuses was made—based on personality types and the extent to which students identified with their respective institutions—in order to identify important attributes that produce a common environment or set of values. Findings reveal that (1) 90% of college students value college in terms of social and monetary gains—the degree is more important than the education it is supposed to reflect, (2) some subgroups form through residential proximity or family social status and others through major fields of study, and (3) there are two major forms of subcultural deviant behavior: political activists (who confront society) and disaffiliates (who withdraw from society); both are considered as alienated groups seeking distinctive identities. (WM)

ED 026 004 HE 000 271

Martin, Warren Bryan

The Development of Innovation: Making Reality Change.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date [68]

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Decentralization, *Educational Change, *Educational Innovation, Educational Problems, Educational Research, *Faculty, *Higher Education, Individual Development, *Institutional Administration, Student Development

In the traditional US higher education system, there is need for intensive study of hierarchical administrative organization, course content, and updating of conservative faculty attitudes. If the university is to survive this era of rapid social change, new educational alternatives must be considered. At some institutions educational philosophy has shifted toward affective education,

an approach that encourages informal faculty-student relationships and in which the accumulation of knowledge is combined with the use of knowledge as a means to personal fulfillment. More of these programs need to be established. Much faculty resistance to change stems from a lack of data on innovative developments. Their workload could be reduced and time spent in creative activities if students were taught by the tutorial method and allowed to study independently. Workshops on educational change would provide opportunities for specialists to utilize research data for improving the local university situation, and research and development centers could test concepts of significance to a particular institution. College administration should adopt industry's systems approach, in which decentralized leadership is emphasized and status is determined more by achievement than by position. Federal research and development centers are conducting research on educational innovations and, if the federal government supports change, changes will eventually occur. Colleges and universities should be prepared for this challenge. (WM)

ED 026 005 HE 000 280

Cherniack, Saralee Mock, Kathleen R.
Impressions from Interviews of Transfer Students Participating in a Study of Selected Student Types on Three University of California Campuses

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date Jan 68

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—College Choice, *College Environment, *College Students, *Higher Education, Student Interests, Student Mobility, *Student Motivation, Student Needs, Student School Relationship, *Transfer Students

A group of 45 students who transferred from the University of California's Davis, Los Angeles and Santa Barbara campuses to Berkeley or other institutions were interviewed regarding their reasons for changing campuses. Many involuntary transfers might have remained at their original campuses but had to leave because of academic dismissals, health and financial problems, or other matters over which they had no control. Voluntary transfers described the city of Davis as lacking in intellectual and cultural activities, and considered other Davis students to be politically apathetic. UCLA was not felt to be completely unsatisfactory but thought to lack strong programs in some fields and situated too close to home. The majority of voluntary transfer students from both Davis and UCLA went to Berkeley and, unlike the involuntary groups, felt a need for added intellectual and cultural stimulation through lectures, concerts, poetry reading, or serious discussion on controversial topics. Santa Barbara transfers were all voluntary and most dissatisfied with their campus, which was described as isolated, with poor living arrangements and a too social atmosphere. At the time of interviews, students had completed their freshman year and had transferred by the spring of their second year in college. (WM)

ED 026 006 HE 000 283

Whittaker, David

Vocational Dispositions of the Nonconformist, College Dropouts

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date 6 May 68

Note—17p.; Paper published in proceedings of the 1968 Annual Forum of the Association for Institutional Research, San Francisco, Calif., May 6-9, 1968.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Creativity, *Dropout Characteristics, Growth Patterns, *Higher Education, Individual Development, Intellectual Development, Occupational Choice, *Out of School Youth, Vocational Development, *Vocational Interests

Non-students are college-age and older youth who have had some college education but are not formal students or members of the labor force, are potentially creative individuals, and are attracted to academic environments. At Berkeley there are approximately 3,000 of these non-conformist college dropouts, 151 of whom volunteered to participate in a socio-psychological

study by responding to an interview questionnaire and several psychological instruments. A random sample of 56 Berkeley students was used as a reference group. A comparison of study data reveals, along with contrasting personality differences, that the non-students' creative and intellectual dispositions are positively related to their vocational choices and that regular students tend to follow the dictates of family, school and society regarding their careers. The formation of the dropout subculture may have been precipitated by society's failure to accommodate their individual developmental needs by easing their transition into responsible adulthood. Social withdrawal is their answer to a rigidity in higher education offerings that conflicts with their intellectual and creative interests. Their alienation reflects an awareness of the low marketability, yet highly competitive nature in our society of the creative or fine arts, and the need for opportunity of expression in current academic structures. (WM)

ED 026 007

Monypenny, Phillip

The Student as a Student.

Denver Univ., Colo. Coll. of Law.

Spons Agency—American Council on Education, Washington, D.C.; Danforth Foundation, St. Louis, Mo.

Pub Date 68

Note—14p.; Paper presented at conference on "Legal Aspects of Student-Institutional Relationships," University of Denver College of Law, Denver, 1968.

Available from—University of Denver College of Law, 200 West 14th Ave., Denver, Colo. 80204 (\$2.50)

Journal Cit—Denver Law Journal; v45 n4 p649-62 1968

Document Not Available from EDRS.

Descriptors—Administration, *Discipline Policy, Equal Protection, *Higher Education, *Laws, Legal Responsibility, *Power Structure, *Student College Relationship

Identifiers—The Colleges and the Courts

There are a variety of approaches to the limitation of discretion: in loco parentis, constitutional, contract, and trust for fiduciary theories. What has made these principles so far a matter of logical assertion rather than of law is that the courts have chosen not to review a college's use of discretionary authority regarding its students. Only final judgments that appear arbitrary are likely to be overturned by the courts. The application of constitutional limitations to student rights rests generally on the tenability of the public-private distinction. The extent to which private institutions may ignore the standards of the fourteenth amendment is unsure and although decided cases favor the virtually unrestricted freedom of private institutions, private power that requires a waiver of constitutional rights may be unlawful. The courts' new activism in civil liberties cases may forecast more aggressive moves into higher education. There are sound educational reasons for institutions themselves to ensure that justice is not only done but seen to be done. Whatever the legal restraints, colleges should examine the rights and privileges of students for their own sakes. Although most discussion of legal restraints has concerned "power," in understanding or prescribing for the academic institution the important question is one of "authority." If decisions are approached with the understanding that many share in the pattern of authority, then the function of a cautionary statement of legal limits is clear. (JS)

ED 026 008

Cohen, William

The Private-Public Legal Aspects of Institutions of Higher Education.

Denver Univ., Colo. Coll. of Law.

Spons Agency—American Council on Education, Washington, D.C.; Danforth Foundation, St. Louis, Mo.

Pub Date 68

Note—6p.; Paper presented at conference on "Legal Aspects of Student-Institutional Relationships," University of Denver College of Law, Denver, 1968.

Available from—University of Denver College of Law, 200 West 14th Ave., Denver, Colo. 80204 (\$2.50)

Journal Cit—Denver Law Journal; v45 n4 p643-48 1968

Document Not Available from EDRS.

Descriptors—*Discipline Policy, Equal Protection, *Higher Education, *Laws, *Legal Responsibility, State Laws, *Student College Relationship, Students

Until recently, the courts perceived almost no difference in their treatment of public and private schools. Under due process and equal protection clauses of the law, a student's economic investment in his education is protected. The obvious legal concept to invoke to protect economic expectation is contract, so most cases involving student rights are thought about in terms of contract. But the university's traditional role of paternalism and the legal concept that education is a privilege to be taken on terms the school, either public or private, imposed have discouraged interference by the courts. The legal theories by which private institutions' decisions concerning student rights may be subjected to judicial control fall into 2 categories: (1) the concept of state action, by which a private school may be subjected to some of the same minimal constitutional restraints as a public school; and (2) a group of common law theories, by which state courts may subject a private school to legal norms. The real problem is not the development of legal theories but determination of the extent of legal control desirable in particular situations. And the nature of the issues involved gives different judicial perspectives to the state action question. Although there are a variety of legal theories that could be invoked, institutions should develop their own functional rules so they will not have to live with inappropriate ones imposed by a court. (JS)

ED 026 009

HE 000 351

Van Alstyne, William W.

The Student as University Resident.

Denver Univ., Colo. Coll. of Law.

Spons Agency—American Council on Education, Washington, D.C.; Danforth Foundation, St. Louis, Mo.

Pub Date 68

Note—30p.; Paper presented at conference on "Legal Aspects of Student-Institutional Relationships," University of Denver College of Law, Denver, 1968.

Available from—University of Denver College of Law, 200 West 14th Ave., Denver, Colo. 80204 (\$2.50)

Journal Cit—Denver Law Journal; v45 n4 p582-613 1968

Document Not Available from EDRS.

Descriptors—Activism, Administration, *Discipline Policy, *Higher Education, *Laws, Legal Responsibility, *Student College Relationship, *Students

Identifiers—Joint Statement on Rights and Freedoms of Students

The distinction between the student as campus resident (if the residential relationship is viewed as one of contract) and the student as private citizen appears to be fair to both university and student. But, whether the university is considered primarily an academic institution or an instrument of government, the off campus/on campus distinction is unsound and property or contract analogies insecure as matters of law. Because the property-holder (university) is placed in a position of power through public largess, its authority is hedged by constitutional restraints. Thus a student does not give up his rights as a citizen when he enters college. Norms of constitutional law have been increasingly applied to the PROCEDURE of college discipline. Students are entitled at least to the procedural safeguards of due process though these requisites are substantially less than standards recommended by professional educational associations. The ultimate legality of a college rule cannot be measured by the geography within which it operates. There should be a serious re-evaluation of those college rules which overlap local, state and federal laws to the end of leaving the policing of municipal concerns to municipal authorities. Academic sanctions should be reserved for academic, not social, offenses. Regarding campus disorders, the university should take the important steps of: attending to longstanding problems, improving communication, sharing responsibility, encouraging faculty participation, reformulating rules of conduct, and reviewing the crisis and the institution's situation. An appendix of documents on student rights is included. (JS)

ED 026 010

HE 000 352

McKay, Robert B.

The Student as Private Citizen.

Denver Univ., Colo. Coll. of Law.

Spons Agency—American Council on Education, Washington, D.C.; Danforth Foundation, St. Louis, Mo.

Pub Date 68

Note—13p.; Paper presented at conference on "Legal Aspects of Student-Institutional Relationships," University of Denver College of Law, Denver, 1968.

Available from—University of Denver College of Law, 200 West 14th Ave., Denver, Colo. 80204 (\$2.50)

Journal Cit—Denver Law Journal; v45 n4 p558-570 1968

Document Not Available from EDRS.

Descriptors—Academic Freedom, *Activism, *Discipline Policy, *Higher Education, Laws, *Legal Responsibility, Student Behavior, *Student College Relationship

Although the ultimate objectives of much campus protest are unclear, students generally want to be free of paternalistic university supervision. But they seem to want both academic shelter against the outside community and freedom from control by the university. We must examine the extent to which the university should treat its students as private citizens of the larger community and as adults who have come as consumers of the educational product. Since higher education is not available to all, reasonable conditions may be imposed upon all members of the university community. In seeking to determine the extent to which students should be regarded as private citizens certain propositions are accepted: there is no rational distinction between public and private universities; in loco parentis is unjustifiable; the university must be viewed as an instrument of a complex modern world; discipline should be limited to misconduct that adversely affects the university's pursuit of educational purposes; academic freedom should be accorded students. Violations of law off campus should be handled by civil authorities. Violations of law on campus should be treated according to their seriousness and threat to identifiable university interests. The handling of protests and demonstrations put these principles to the test. In devising new accommodations and procedures, universities should be heedful of the legitimate interests of their students. (JS)

ED 026 011

HE 000 353

Lunsford, Terry F.

Who Are Members of the University Community? Denver Univ., Colo. Coll. of Law.

Spons Agency—American Council on Education, Washington, D.C.; Danforth Foundation, St. Louis, Mo.

Pub Date 68

Note—13p.; Paper presented at conference on "Legal Aspects of Student-Institutional Relationships," University of Denver College of Law, Denver, 1968.

Available from—University of Denver College of Law, 200 West 14th Ave., Denver, Colo. 80204 (\$2.50)

Journal Cit—Denver Law Journal; v45 n4 p545-57 1968

Descriptors—*Activism, Administration, *Higher Education, *Laws, Legal Responsibility, *Social Change, Student Behavior, *Student College Relationship, Student Role

Identifiers—Mullford Act

The relationship between the ideal of a university and its reality in the experience of its members has become a major issue of controversy. The courts, however, rarely discuss the university in terms of a community. Most cases concerning student-institutional relationships that reach court are decided ad hoc, for the law leaves student rights and obligations largely to the institution. One of many diverse classes of membership within the university, students are generally thought to have a contractual relationship with their university, although a status relationship has been suggested. Membership is relevant to such questions as who may be expelled and who may be excluded from using university facilities, but no simple rules exist. The Mullford Act, a criminal trespass statute enacted in 1965, raises a number of practical as well as constitutional questions. Much campus mistrust springs from the expectation that university administrators, when in doubt, will err on the side of established organizations against the interests of minorities pressing for change. Solutions are difficult because most recent campus disorder involves is-

suces of fundamental importance. A legal order necessitates a social order based on mutual trust; when the latter is lacking, legal restraints are sought. In the turbulence caused by a change in the balance of campus power, students are pressing for a delineation of status rights to accompany their obligations for social conformity. (JS)

ED 026 012

HE 000 354

Beany, William M.

Students, Higher Education, and the Law.

Denver Univ., Colo. Coll. of Law.

Spons Agency—American Council on Education, Washington, D.C.; Danforth Foundation, St. Louis, Mo.

Pub Date 68

Note—14p.; Paper presented at conference on "Legal Aspects of Student-Institutional Relationships," University of Denver College of Law, Denver, 1968.

Available from—University of Denver College of Law, 200 West 14th Ave., Denver, Colo. 80204 (\$2.50)

Journal Cit—Denver Law Journal; v45 n4 p511-24 1968

Document Not Available from EDRS.

Descriptors—Decision Making, Discipline Policy, Equal Protection, Governance, *Higher Education, Laws, *Legal Responsibility, Legislation, *Student Behavior, *Student College Relationship, Student Participation

Present and emerging legal principles and procedures are affecting the internal ordering of colleges and are particularly relevant to growing student demands for a larger share in decision making. Judicial resolution of student-institutional relationships is, however, largely inappropriate and it is up to the university to establish procedures that take into account legitimate student claims. Reinforced by prevailing social attitudes, institutions have assumed they have unlimited power to control the academic program and few limits on their power to control the non-curricular activities of students. Courts have largely upheld college authority and regarded the power to discipline students as beyond judicial control. Several developments are contributing to a more receptive attitude by the courts toward those challenging institutional authority—the move to achieve equal rights for all, wider acceptance of full freedom of expression under the first amendment, a tendency to examine more critically the behavior of powerful private associations, and an upsurge in demands for wider participation in decision-making processes. There will probably be a gradual reformulation in laws concerning student-university relationships but whatever is decided within the academic community will most influence judges. Due process and equal protection have many applications, as do the right of privacy and freedoms of the first amendment. Institutions should consider these rights and the changing attitudes of courts and adopt clear and consistent rules. (JS)

ED 026 013

HE 000 355

Wilson, Logan

Campus Freedom and Order.

Denver Univ., Colo. Coll. of Law.

Spons Agency—American Council on Education, Washington, D.C.; Danforth Foundation, St. Louis, Mo.

Pub Date 68

Note—9p.; Paper presented at conference on "Legal Aspects of Student-Institutional Relationships," University of Denver College of Law, Denver, 1968

Available from—University of Denver College of Law, 200 West 14th Ave., Denver, Colo. 80204 (\$2.50)

Journal Cit—Denver Law Journal; v45 n4 p502-10 1968

Document Not Available from EDRS.

Descriptors—Administration, *Governance, *Higher Education, Legal Responsibility, *Social Change, *Student Behavior, *Student College Relationship, Student Participation

Since 1965, there has been a growing incidence of student protests and campus disorder. Some difficulties stem from mistaken notions of the functions and purposes of a university, one of which is that a university is an arena in which members of the academic community line up as adversaries. Maintenance of the status quo is not the answer, for real reforms are needed. The university's size, increased outside involvements,

heterogeneity, enhanced importance, enmeshment in processes of rapid social change all enlarge the problems of campus freedom and order. Many institutions must face up to the need for more formalized regulations than they once required because contract rather than status has come to establish many of our standards of social behavior. Governance of higher education will probably become more legalistic than it has been in the past; and to prevent outside authority from dictating campus life, members of the academic community will have to reconsider how best to govern themselves. At Brown University, an Advisory Committee on Student Conduct concluded after an in-depth study that the common interest can best be served through a partnership process with students participating in a social system they help to create and enforce. Such studies should be initiated and their recommendations implemented at other institutions. Although membership in the academic community carries special rights and obligations, it does not exempt individuals from legal and moral standards prevailing in the larger community. (JS)

ED 026 014

HE 000 358

McGrath, Earl J.

What Does the Small College Have to Sell?

Council for the Advancement of Small Colleges, Washington, D.C.

Pub Date 5 Aug 68

Note—16p.; Opening address at the 13th Annual Summer Workshop of The Council for the Advancement of Small Colleges at Santa Fe, New Mexico, August 5, 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Admission (School), Curriculum, Faculty, *Higher Education, *Liberal Arts, *Private Colleges, Students, *Teaching, Undergraduate Study, *Values

Identifiers—Eisenhower College

Although conclusive evidence is not available to show that the quality of an institution is related to its size, there is enough evidence to claim that small size makes possible the achievement of certain desirable educational goals generally unattainable in large institutions. The small college (here denoting an institution of 1200 or fewer students) can offer clarity and singleness of purpose by placing limitations on its objectives, faculty, curriculum and students. The primary aim for most small colleges should be education of students for a fuller personal life and sensitive participation in a democracy. A broad general education, unavailable elsewhere, can be offered and emphasis placed on good teaching in the undergraduate disciplines. The experience of Eisenhower College indicates that the small college can attract dedicated teachers chosen on the basis of their commitment to teaching, to broad interdisciplinary units, and to the belief that specialization in the liberal arts college can be achieved by offering a few basic subjects well taught. Small colleges should adopt liberal admissions policies admitting students of a considerable range in ability. With its potential for close personal relationships and the cultivation of values, the small college should be uniquely concerned for the modern students' efforts to find meaning to their lives. The atmosphere of cold intellectualism is the basis for much student unrest. There is an urgent need for aggressive advocates of the small college. (JS)

ED 026 015

HE 000 359

Hare, Nathan

What Should Be the Role of Afroamerican Education in the Undergraduate Curriculum?

Association of American Colleges, Washington, D.C.

Pub Date 15 Jan 69

Note—15p.; Paper presented at 55th Annual Meeting of the Association of American Colleges, Pittsburgh, Pennsylvania, January 15, 1969.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—African Culture, Black Community, College Teachers, *Curriculum Development, *Educational Change, *Higher Education, Negro Culture, *Negro Education, Negro Students, *Undergraduate Study

Current undergraduate curricula seem alien to black students, many of whom come from disadvantaged environments in the US and do not identify with courses applicable to a white societal structure. Unfortunately, many US history books have either glossed over or omitted the

many contributions of black citizens to society with which black students could positively identify themselves. Protesting students claim that the textbooks have concealed the real image of their forefathers and seek education that is historically, culturally, socially and politically relevant to them. In order to meet educational as well as psychological needs of black students, two basic phases are suggested for Afroamerican studies: (1) courses in black history and culture, including African languages, that stimulate ethnic awareness and pride, and (2) courses offering realistic approaches to current problems, motivating student commitment to the improvement of conditions in their communities. From the outset, curricula should provide opportunities for involvement in community work so that students may gain first-hand experience while being trained. Their presence would also provide the much-needed role models for youths within slums and ghettos. Emphasis is placed on instruction by black professors, who can better understand and relate to black students, for it is felt that white professors - though well-meaning - would be instinctively repelled by students searching for self-identity. A list of 18 goals of Afroamerican education is appended. (WM)

ED 026 016 HE 000 363

Peterson, Richard E.

Reform in Higher Education—Goals of the Right and of the Left.

Association of American Colleges, Washington, D.C.

Pub Date 15 Jan 69

Note—16p.; Paper presented at the 55th Annual Meeting of the Association of American Colleges, Pittsburgh, Pennsylvania, January 15, 1969.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Activism, Community Attitudes, Educational Change, *Faculty Organizations, *Higher Education, *Political Power, Power Structure, *Student Organizations, Student Subcultures

In the late 1960's, especially after the 1964 Berkeley movement, numerous power blocks joined in the struggle for control of US universities. The range of demands on the higher education system serve to separate the competing groups into 4 general categories. The Anarchist Left, or radicals, comprises about 5% of the total college student population. The highly intelligent students demand a voice in determining policy and course content, and seek to replace the present university with a new institution characterized by academic and personal freedom. Some segments of the Reformist Left, or liberals, include black and white reformist-minded students and faculty. Student activists in this group press for limited reforms in academic, non-academic and governmental matters, frequently in an abrasive way, and faculty demands involve higher salaries and better working conditions. The Nostalgic Right is composed of older professors and alumni who oppose any functional changes or innovative programs, and make demands only when their institution veers away from the "status quo." They maintain that teaching and scholarly research are proper university functions. The Upright Right, or far-right group, are citizens from off campus who consider themselves to be morally strong and righteous, and advocate the preservation of law and order as well as the protection of everyone's "public decency." Their demands are essentially counter-demands. (WM)

ED 026 017 HE 000 365

Kampf, Louis

The Radical Faculty - What Are Its Goals?

Association of American Colleges, Washington, D.C.

Pub Date 15 Jan 69

Note—9p.; Paper prepared for discussion at the 55th Annual Meeting of the Association of American Colleges, Pittsburgh, Pennsylvania, January 15, 1969.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Democratic Values, *Educational Innovation, *Educational Objectives, *Faculty, *Higher Education, *Human Capital, Social Factors, Social Structure, Student Alienation, Teacher Alienation

According to radical faculty members and students, universities have been contradicting their humanistic educational ideals by concentrating on competitive professionalism and non-academic

research in a struggle for institutional power in a preponderantly capitalistic society. It is their belief that meaningful education provides intellectual development, enhances personal fulfillment, and emphasizes contributions to society by both students and faculty. The university is perceived as a liberal and vital component of a new human-oriented, democratic culture. The radical faculty suggest that admissions policies be designed to find the college best suited to the talents of each student, and that professionalism, with its attendant personal and/or class competition, be eliminated. Students should be provided with academic environments within which they may develop innate talents and pursue knowledge at a pace determined by their abilities. Faculty, students and community should participate in the process of educational administration, and programs should encourage democratic relationships between universities and other institutions. Individual and institutional expertise, as a collective force in a new social structure, would therefore benefit society as a whole. (WM)

ED 026 018 HE 000 367

Miller, Albert H.

Problems of the Minority Student on the Campus.

Association of American Colleges, Washington, D.C.

Pub Date 15 Jan 69

Note—5p.; Paper presented to the 55th Annual Meeting of the Association of American Colleges, Pittsburgh, Pennsylvania, January 15, 1969.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Higher Education, Human Relations, *Minority Role, *Negro Students, Negro Youth, Race Relations, *Racial Attitudes, *Racial Discrimination, Social Influences, Social Structure

The problems of the black student on campus are not new. He has had to accept, at the level of consciousness, the ideals and values of US society while actually being continuously rejected by the same society through various forms of discrimination. He has had to organize his life in recognition of the fact that structured racism within US society denies him of many opportunities to participate in it as a full-fledged citizen. On the basis of his personal experience it has been difficult to differentiate whether white acceptance is based on his true personality or on assumptions that he has "stereotyped" Negro habits, feelings and attitudes. He experiences an inner struggle concerning which of 2 roles to play, one that is expected of him and another that is his natural self, for whites who fail to understand what it really means to be a Negro in US society. At much loss to his psychological stability, he has suppressed this conflict in the past and accepted a role that fits into the societal structure. Today's black students, suffering from this imposed inner torment of choosing between personal dignity through conscious role-playing or through effecting a change in society to improve actual experience, have decided on the latter and are rejecting education which does not relate to their individual development as citizens and as human beings. Their demands for a share in an array of college decisions reflect a search for self-identity that is not "programmed" or expected by white society, but one that is individually and naturally developed. (WM)

ED 026 019 HE 000 369

Meyerson, Martin

Play for Mortal Stakes; Vocation and the Liberal Learning.

Association of American Colleges, Washington, D.C.

Pub Date 15 Jan 69

Note—8p.; Address at 55th Annual Meeting of Association of American Colleges at Pittsburgh, Pennsylvania, January 15, 1969.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Community Services, *Curriculum, *General Education, *Higher Education, Liberal Arts, Professional Education, Social Change, *Social Environment, *Values

The ideal of liberal learning should be bonded with a sense of the utilitarian, the professional. Modern students call not for a traditional liberal learning but a learning directed to action, to improving the social order and the environment. Colleges can achieve a new synthesis of liberal and professional learning by making graduate and undergraduate professional education more hu-

mane and intellectual, adding a devotion to social purpose to traditional academic studies, and providing a new path to liberal education through some of the insights and methods of transformed professional education. At SUNY Buffalo, the 7 Faculties have been reorganized to include within each Faculty the applied and the theoretical fields. The faculty is thus reminded of social and moral implications of their work, the relatedness rather than the compartmentalization of knowledge. The new spirit, a new kind of romanticism, captivating many students and faculty, is part of an intense exploration of individual freedom. Liberal learning should use this energy in turning its intelligence upon nature, society and history to see how institutions can be bettered. Concern for service, tempered by a sense of history, enhances the academic purposes of a university, though it can best serve as an intellectual base, not an arena, of action. Universities should project themselves toward social vocation, the fusing of perception and awareness, based on liberal learning. (JS)

ED 026 020 HE 000 392

Stahmer, Harold M.

The Harvard-Yale-Columbia Intensive Summer Studies Program. The Disadvantaged Student in Graduate School.

Pub Date 5 Dec 68

Note—13p.; Panel paper presented at 8th Annual Meeting of Council of Graduate Schools in the US, San Francisco, California, December 5, 1968.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Academic Achievement, *Disadvantaged Youth, Educational Programs, Graduate Professors, Graduate Students, *Graduate Study, *Higher Education, *Negro Institutions, Sequential Approach, Summer Programs

Identifiers—*Harvard Yale Columbia Intensive Summer Studies Pro, ISSP

The Harvard-Yale-Columbia Intensive Summer Studies Program (ISSP) was established in 1965 to prepare students from predominantly black and selected southern white colleges for graduate study in the arts and sciences, law, medicine, and related fields. In 1966, 59% and in 1967, 71% of the ISSP class went on to graduate school. The original plan involved 8 weeks of intensive post-baccalaureate training but in 1968 it was modified to include students who had completed their sophomore and junior years, and to add an 8-week faculty audit program for Negro college professors wishing to strengthen their educational and teaching abilities. Repeated involvement in ISSP appears to be the most effective and least expensive means of developing teachers and administrators qualified for appointment at white institutions who may also return to strengthen predominantly black colleges. ISSP, essentially a stop-gap effort, is funded by the Carnegie Corporation and the Ford Foundation, but massive federal support is required for similar programs since many foundations lack enough money for and interest in establishing them. The black academic community wants to join in the control, teaching and sponsorship of programs such as ISSP. Integration of graduate school staffs, 91% of which are currently white, would help to establish fruitful relationships between black and white professors and institutions as well as create environments that would benefit disadvantaged students both academically and psychologically. (WM)

ED 026 021 HE 000 395

Carlisle, Donald

The Disadvantaged Student in Graduate School Master's and Doctoral Degree Programs in Predominantly Non-Negro Universities.

California Univ., Los Angeles.

Pub Date Dec 68

Note—32p.; Paper prepared for the 8th Annual Meeting of the Council of Graduate Schools in the United States, December 1968.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*Academic Achievement, Counselor Educators, *Disadvantaged Youth, Doctoral Degrees, Educational Administration, Educational Disadvantage, *Graduate Study, Higher Education, Masters Degrees, *Minority Groups

Graduate-level support programs for disadvantaged students in predominantly white institutions either make awards directly to students who then choose the university of their choice, or ad-

minister funds within an institution to support students for the study of one discipline. Since 1963, some Schools of Business Administration, Law, Education, Social Welfare, and others have supported minority students working toward Master's degrees. In 1963, a multidisciplinary Special Students Program was established at UCLA which provided 1 year of support to 23 Negro and other minority students working toward a Master's degree. Only one-fourth of the group progressed satisfactorily. Weaknesses in the program were identified as its financial support pattern, the quality of advising, orientation and tutoring, and the means and criteria used for recruitment. It was also felt that heavy recruitment of students from southern Negro colleges removed the ablest and most needed graduates from these institutions. Efforts were then concentrated on Black, Mexican American and American Indian students in northern and western states, and in 1966 a 4-year Masters Opportunity Program was established which incorporated improvements in selection and recruitment. Of 21 students, only 1 failed academically. A common assumption has been that disadvantaged students need to correct academic deficiencies in order to enter graduate school, but this program proved that there is a larger number of minority students who are well qualified for graduate work if there is greater insight as to what they need to succeed. (WM)

ED 026 022

HE 000 442

Howard, Lawrence C.

Graduate Education for the 'Disadvantaged' and Black-Oriented University Graduates.

Council of Graduate Schools in the U.S., Washington, D.C.
Pub Date 18 Dec 68

Note—15p.; Paper presented to the Council of Graduate Schools in the U.S., December 18, 1968.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—College Graduates, *Disadvantaged Youth, Educational Change, Educational Disadvantage, Graduate Students, *Graduate Study, *Higher Education, *Minority Groups, Negro Institutions, *Negro Students

It has been estimated that a total of 1200 to 1500 Negroes have received Ph.D.s in the US, which is approximately the number of degrees awarded ANNUALLY to white students. In 1966 the Danforth Foundation financed experimental graduate programs at 4 white universities for disadvantaged Negro and other minority group students. An evaluation of the first year's efforts reveals that (1) there is a large number of disadvantaged students at the graduate level, but white institutions would not welcome a majority of minority group students on campus, (2) although the students would not have met traditional admission requirements, they were not significantly deficient, (3) more than 80% of the students performed at a respectable academic level, (4) the programs have not directly influenced change on the 4 campuses, and (5) some participating black students are not satisfied with the quality of education they are receiving. It is felt that white institutions should change the compensatory approach to graduate-level instruction for minority groups from one of white orientation to one which utilizes the black experience as an educational resource. Black-oriented programs would focus on historical and cultural events concerning black, white, rich and poor people, and, to balance current emphases on Western Europe, studies would be included on Latin America, Africa and Asia. These programs should also be established at all predominantly Negro institutions to supplement current efforts to produce more minority group professors. (WM)

ED 026 023

48

HE 000 456

Semmel, Melvyn I.

The Influence of Disability Labels and Dialect Differences on the Semantic Differential Responses of College Students.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1784

Pub Date 1 Sep 68

Contract—OEC-3-6-061784

Note—12p.; Submitted to USOE as one of Studies in Language and Language Behavior, Progress Report VII, September 1, 1968.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—American English, *Dialects, Experiments, *Higher Education, Individual Characteristics, Language Research, *Language Usage, Nonstandard Dialects, *Semantics, *Student Attitudes

A 15-minute interview was conducted separately with 2 5th grade boys (1 Caucasian, 1 Negro) who were matched on IQ and 4 pupil characteristics: home background, personality, social behavior, and academic ability. A semantic differential scale was constructed for the 4 characteristics, and 5 disability labels were assigned to each child: orthopedically handicapped, mentally retarded, emotionally disturbed, culturally deprived, and normal. Tapes of the 2 interviews were used in an experiment to study how dialects and disability labels would interact to affect conclusions drawn by 100 college juniors about the personal characteristics of the boys. Results showed that the disability labels had no meaningful effect upon the semantic differential scores. Semantic differential ratings on the personality scale for the interviews revealed no significant differences, but while mean scale scores for the 4 characteristics on the Caucasian child's tape did not differ, the personality scale mean for the Negro child's tape was higher than the other three characteristics. Later, 128 college juniors who had not participated in the experiment were asked to differentiate transcripts of the tapes according to race of interviewee. There was little evidence of ability to identify the race of either pupil from his verbal behavior, which suggests that negative r2 which suggests that negative inferences made in the experiment about the Negro child were probably caused by dialectal features of the taped interview. It may be that linguistic cues supplied by dialect are strong enough to minimize labeling effects. (WM)

ED 026 024

24

HE 000 457

Van Tuyl, Marian, Ed.

Dance: A Projection for the Future.

California Univ., Los Angeles.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2061

Pub Date Mar 68

Contract—OEC-4-5-062061-0966

Journal Cite—Impulse 1968 - The Annual of Contemporary Dance; March 1968

EDRS Price MF-\$0.75 HC-\$0.15

Descriptors—*Creative Development, *Curriculum Design, Curriculum Development, Curriculum Enrichment, *Curriculum Planning, *Dance, Fine Arts, *Higher Education, Music, Theater Arts

Experienced and knowledgeable artists, scholars and educators met to discuss the fundamental issues of dance as a performing art and as a discipline in higher education. During Phase I of the conference, participants explored the role and nature of dance in education and developed curricular guidelines. A blueprint for a 25-year projection of undergraduate and graduate dance curricula was constructed during Phase II. The dance major model involves a 4-year undergraduate program providing for continuous study of movement and choreography, history, philosophy, notation, and music. Related arts such as music, theater and visual arts would become essential components of the program. Major requirements would be flexible enough so that gifted students could concentrate on performance and choreography while others prepare to specialize at the graduate level in history, notation, ethnic dance or related areas. A flexible graduate program would offer opportunities for specialization in one aspect of dance, and independent research or creative projects designed to meet the student's talents and needs. At some universities, participation of the dance department with a professional dance company would enrich curricula and benefit students and communities. The report suggests standards for faculty, facilities, and supporting funds that would ensure quality education, and proposes areas for research that would contribute to dance literature, current and future curricula, and teaching techniques. (WM)

ED 026 025

24

HE 000 458

Proceedings of a Workshop to Study Eleven Problems Common to Independent Schools.

Rhode Island School of Design, Providence.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-7-8375

Pub Date Jan 68

Grant—OEG-1-7-078375-4301

Note—113p.

EDRS Price MF-\$0.50 HC-\$3.75

Descriptors—*Administration, *Admission (School), *Art Education, Financial Support, Foundation Programs, Graduate Study, *Higher Education, Humanities, Libraries, *Private Colleges, Professional Education, Residential Programs, Teacher Education, Teacher Exchange Programs

Identifiers—*Colleges of Art

In January 1967, the presidents of 6 independent colleges of art having similar histories and objectives formed the Union of Independent Colleges of Art (UICA), a nonprofit corporation set up to address problems common to them and seek concerted solutions. The first step, a 5-day conference, brought together the 2 senior officers of each of the schools and consultants to study common problems of: Admissions, Foundation Programs, Professional Studies, Humanistic Studies, Teacher Education, Faculty and Administrators Exchange Programs, Graduate Programs, Central Shops, Libraries, Residence and Work Areas, Fund Raising and Development. Papers on each of the problem areas were prepared by each of the participating schools. Varying in detail and level of approach, some of the papers are almost wholly factual and others raise fundamental questions. They provide a basis for collective action by UICA in attacking problems of administration, facilities, curriculum organization, admissions and fund raising. Together, the papers give a comprehensive picture of the problems of design education and the questions of principal concern to educators in this field. Summaries of the discussions and specific proposals are included. (JS)

ED 026 026

24

HE 000 459

McCormack, Sister Maureen

Study of Existing Student Value Patterns for

Selected Catholic College Women. Final Report.

Loretto Heights Coll., Denver, Colo.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-7-H-005

Pub Date 1 Nov 68

Grant—OEG-1-7-070005-4354(057)

Note—137p.

EDRS Price MF-\$0.75 HC-\$6.95

Descriptors—Church Related Colleges, Ethical Values, Faculty Evaluation, *Higher Education, *Intellectual Development, *Moral Values, *Personal Values, Religious Differences, *Religious Education

A 117-item questionnaire, entitled WHAT COLLEGE STUDENTS THINK, was developed and administered to a sample of 1315 women in two Catholic liberal arts colleges as part of a study designed to identify common patterns of religious, moral, and intellectual-aesthetic student values. Related purposes of the study were to determine whether the value patterns of faculty-selected "ideal" students differed from those of average students, to gain insight into faculty values by involving them in the study, and to assess the relationship between student values and background factors such as academic performance, prior educational experience, religious practice, and educational and life goals. Three of 4 hypotheses were confirmed: (1) that faculty-selected "ideal" students would have better high school grades, college GPAs, College Board scores and scores on intellectual-aesthetic values than "non-ideals," that they frequently attended intellectual and fine arts events, but did not differ significantly from "non-ideals" on any other variable, (2) that background factors studied would affect student values in such a way that intellectual values would be positively correlated with academic ability, achievement indicators and related interests, and (3) that attendance at Mass, reception of Holy Communion and frequency of confession would be correlated with religious and moral values. The 4th hypothesis, that no interschool differences in values held by students in the two colleges would be found, was not confirmed. Recommendations for future research are included. (WM)

ED 026 027

56

HE 000 537

Beach, Leslie R.

Learning and Student Interaction in Small Self-

Directed College Groups. Final Report.

Hope Coll., Holland, Mich.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-7-E-020

Pub Date Jun 68
Grant—OEG-3-7-070020-2667

Note—78p.

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors—Classroom Techniques, College Students, *Experimental Programs, *Higher Education, *Interaction Process Analysis, Learning Activities, *Learning Processes, Learning Theories, *Self Directed Classrooms, Small Group Instruction

In a self-directed student group, learning activities are controlled and directed by the students themselves. This approach to learning was investigated at Hope College to: (1) explore the amount and patterns of interaction observable in small self-directed groups, (2) assess conditions and events in group interaction which enhance or inhibit learning, and (3) assess other desirable learning outcomes besides course achievement which accompany this approach to learning. All 54 students enrolled in the social psychology course in the 1966 fall semester were randomly divided into groups of 6 to study independently. Following initial pre-testing, course instructions, and distribution of course materials, students were dismissed for the semester except for voluntary group meetings once a week or more and total class meetings with the instructor approximately once every 2 weeks. From behind a one-way mirror the instructor made observations of the groups in action and student assistants conducted Bales Interaction Process Analyses. With other groups in the second semester different categories were used for the interaction analysis and groups were videotaped. It was observed that interaction was plentiful and effective, that there were identifiable factors enhancing or hindering learning, and that the benefits of self-directed study extend beyond the content learning achieved. Findings confirmed the value and productivity of this approach to college learning, and indicated the feasibility of its economy in terms of instructor time and required classroom facilities. (Author/WM)

ED 026 028 24 HE 000 538

Flanigan, William Repass, David
Manual for the Political Behavior Laboratory.
Minnesota Univ., Minneapolis. Dept. of Political Science.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-6-1513

Pub Date 21 Dec 67
Grant—OEG-3-7-061513-0058

Note—150p.

EDRS Price MF-\$0.75 HC-\$7.60

Descriptors—*Higher Education, *Laboratory Techniques, National Surveys, *Political Attitudes, Political Issues, *Political Science, Public Opinion, Teaching Techniques

A laboratory manual containing 14 exercises for students taking intermediate-level courses on US public opinion and voting behavior. The first 2 studies deal with survey research methods and the use of data processing equipment. The remaining 12 are substantive exercises in the analysis of political survey data. The purpose of these assignments is to provide an opportunity for students to reanalyze political survey data and compare their findings with those of persons who conducted the first analysis. All studies are based on previously analyzed presidential election surveys that were conducted by the University of Michigan's Survey Research Center in 1952, 1956, 1960, and 1964. The University of Minnesota first introduced similar exercises in the spring of 1963 and discovered that when students mastered the techniques of analysis, they successfully organized their own analysis around topics of their own choosing. The manual is the first of a series designed to stimulate independent research. Similar presentations are planned in the areas of comparative government, community power, legislative and judicial behavior, international relations, political development, and quantitative methods. (WM)

ED 026 029 HE 000 539

Chandler, Marjorie O.
Students Enrolled for Advanced Degrees Fall 1966.

Spons Agency—National Center for Educational Statistics (DHEW), Washington, D.C.
Report No.—OE-54019-66

Pub Date 68

Note—200p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO FS 5.254: 54019-66, \$2.00)

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Doctoral Programs, Enrollment Rate, *Enrollment Trends, *Graduate Students, *Higher Education, Masters Degrees, National Surveys, *Professional Education, Statistical Data, *Student Enrollment

An advanced enrollment questionnaire was sent to 2,337 US institutions in 1966 as part of the Higher Education General Information Survey (HEGIS), the eighth in USOE's survey series on students enrolled for advanced degrees. Students were classified into 3 levels of study: first year (completed less than 1 full year of required study for an advanced or first-professional degree), terminal year (expected to complete all doctoral or professional degree requirements by June 30, 1967), and intermediate year (between the two levels above). The report has 6 tables showing actual counts for 706 reporting institutions, which accounted for about 95% of fall 1966 advanced degree enrollments. Table 1 applies to students pursuing master's and doctor's degrees and provides national summaries of enrollments. Table 2 gives similar data on enrollments leading to first-professional degrees. Table 3 classifies enrollments by subject matter specialization. In Table 4 enrollments for master's and doctor's degrees are shown by level, sex of student, and attendance status at each institution listed, by state, and Table 5 provides similar data for first-professional enrollment. An institutional listing of enrollments in each field of study is provided in Table 6. It is estimated that student enrollments rose 9% from fall 1965 (535,000) to fall 1966 (583,000), 60% of which were reported by public institutions. Two appendices provide additional information. (WM)

ED 026 030 24 HE 000 540

Anello, Michael

A Study of the Problems of Italian Universities and Current Plans for Inducing Change. Final Report.

Boston Coll., Chestnut Hill, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-6-8799

Pub Date Nov 68
Grant—OEG-1-7-06799-2990

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—*Educational Change, *Educational Demand, Educational Facilities, Educational Practice, *Higher Education, *Political Influences, School Industry Relationship, Traditional Schools, *University Administration

An outmoded university system, geared along aristocratic lines, causes growing unrest among university rectors, faculty, industrial and business leaders, and students. The Italian university provides training in law, economics, commerce and philosophy within a rigid structure which permits entrance only to a select few, yet Italy's expanding economic and technological development requires about 100,000 people trained in scientific and technological fields. Concerned government and education officials are attempting to implement changes that will relate the university to modern society but several factors impede meaningful university reform. Major problems inhibiting change include an unstable political system, traditionalist professors who fear the loss of prestige and political influence attached to their positions, the lack of autonomy of the universities (their functions are determined by law), the concentration of higher education institutions in Northern Italy only, a shortage of professors, and a growing student protest movement. Italy's 1959 10-year development plan provided for funds that would facilitate educational reform. Since that time several revisions and extensions have been made by several governments, but the original bill has yet to be passed by parliament. The student movement is making some impact with protests strengthened by a growing political power, but many problems remain. The report offers recommendations for additional study and research. (WM)

ED 026 031 24 HE 000 541

Johnson, F. Craig

An Evaluation of Educational Development Programs in Higher Education. Final Report.
Michigan State Univ., East Lansing.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-7-E-114

Pub Date Mar 68

Grant—OEG-0-8-070114-1856(010)

Note—82p.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—*Curriculum Development, *Developmental Programs, Educational Facilities, Educational Innovation, *Higher Education, *Instructional Improvement, Instructional Innovation, Research and Development Centers, State Universities, *Teaching Techniques

In response to increasing student enrollments, expanding knowledge, and other pressures, some colleges and universities are spending their own funds to establish educational development programs that will improve the quality of instruction. A study of ongoing programs was conducted to analyze new educational techniques, determine how they affect institutions, and consider the implications which these developments have for higher education. Interviews were held with 175 persons concerning 16 kinds of programs at 13 public institutions that are individually unique yet have similar basic characteristics. Generally, the programs are: (1) educational development programs—some help faculty develop new teaching methods, and others coordinate instructional improvement and curriculum revision, (2) offices of instructional resources—a combination of agencies that coordinate and offer course development, audiovisual, testing, and other services to faculty, (3) research centers—agencies conducting in-depth studies on 1 aspect of educational development for the whole university, and (4) projects—departmental activities funded through any of the 3 programs above. It was concluded that these kinds of programs will continue to have administrative support, but further evaluation should be conducted to determine how they affect each institution's overall academic program. Their continued existence may depend on how successfully they can be incorporated into current teaching practices. (WM)

ED 026 032 JC 680 451

Berg, Ernest H. Axtell, Dayton

Programs for Disadvantaged Students in the California Community Colleges.
Peralta Junior Coll. District, Oakland, Calif.

Pub Date 68

Note—97p.

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors—*Disadvantaged Youth, Doctoral Theses, Experimental Programs, *Junior Colleges, *Poverty Programs, *Remedial Programs, *Special Programs, Student Characteristics

Identifiers—*California

This in-depth study sought to identify effective programs for disadvantaged students through the use of student and faculty questionnaires. The shortage of evaluative research and criteria of effectiveness preclude making a qualitative judgment on the relative success of the programs or offering a model program. The commonest program is the series or block of remedial courses with many variations. Another approach provides special services such as tutoring, extra counseling, free lunches, free transportation, legal aid, financial help, or part-time employment. A third method involves complete revision of grading, probation, retention, tracking, disqualification, registration, prerequisite, and other policies. (This method frequently improves the climate of the whole school and its near-invisibility is preferable to overt labeling.) Combinations of these three systems are widely used, along with special programs and courses to meet local needs (e.g., African studies). This report lists advantages and disadvantages of the various methods. Colleges are also examining such special aids as learning laboratories and are seeking qualified staff from minority groups. Student responses revealed more similarities than differences among them, a pervasive money problem, lack of study time, the degree of correspondence of expectation with reality, a general approval of the institution, etc. Eight recommendations are offered to the Board of Governors of California Community Colleges and 20 suggestions for the colleges themselves. (HH)

ED 026 033 24 JC 680 475

Parry, Ernest Bruce

Research and Development Study of State Funding and Business Management Procedures in Community Colleges and Technical Institutes in the

State of North Carolina: An Investigation of Cost Differentials Between Trade, Technical, and College Parallel Curricula—Vol. I; Policy Manual—Vol. II; Accounting Manual—Vol. III.

North Carolina State Board of Education, Raleigh. Dept. of Community Colleges.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-C-036

Pub Date Jul 68

Grant—OEG-3-8-080036-0047(010)

Note—518p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103

Document Not Available from EDRS.

Descriptors—Accounting, Budgeting, College Preparation, Costs, Curriculum, Expenditure Per Student, *Junior Colleges, Manuals, *Program Costs, Student Costs, *Trade and Industrial Education, *Transfer Programs, *Vocational Education

Identifiers—*North Carolina

This study determined curriculum costs in comprehensive junior colleges for one college-parallel, 28 technical, and 16 vocational curricula. Differential costs were found for each of ten components identified for all curricula. Aggregate curriculum costs were determined from the sum of the ten component costs. Differential costs were found among all curricula and for the same curriculum offered in different institutions. Total costs were determined for all vocational, technical, and college-parallel education in each institution. Such total costs were termed program area costs. It was found that differential program area costs were present for all institutions for both years of the study. When averages were computed from program area costs of the ten institutions, a consistent cost ranking was found for both years of the study. Technical education was found to be more costly than vocational education. College-parallel was the least expensive. This study developed a mathematical formula for budgetary purposes that would provide differential financial treatment for component costs. Total curriculum needs were the aggregate of component costs and total institutional need was the aggregate of curriculum needs. (Author/HH)

ED 026 034

JC 680 482

Blasi, Boris, Jr.

[Research Studies Completed at Harcum Junior College.]

Pub Date 68

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—College Choice, College Environment, Educational Objectives, *Institutional Research, *Junior Colleges, *Private Colleges, *Residential Schools, School Health Services, *Small Schools, Student Motivation, Student Opinion, Study Habits, Teacher Attitudes

Identifiers—*Pennsylvania

Data from six questionnaire studies are reported. "Reasons Why Harcum Is Recommended," gives the percentage of Harcum students and faculty, and of high school counselors who recommend Harcum for each of ten reasons on the questionnaire. In "The Students View Harcum," student responses to ten possible reasons for attending, to what is right, and to what is wrong about Harcum are reported as percentages for two consecutive years. In "Collegiate Educational Goals ...," the frequency of selection of six goals by Harcum students and faculty, by local educational psychologists, and by students and faculty at a nearby university is reported in percentages. In "How Much Do Harcum Students Study?," first and second-year students at Harcum and South Georgia College indicated how many hours they studied, and what they felt were important study habits and major study distractions. The two groups are compared. In "Health Services Offered ...," responses from 270 "small" colleges to seven questions about their health services are reported as percentages. In "Motives for Attending College," Harcum students (women) and men from a local college were asked which of eight motives they had for attending college. The results in percentages and student comments are reported. (MC)

ED 026 035

JC 680 495

MacMillan, Thomas F.

Student Characteristics and Change at Napa Junior College.

Pub Date 29 May 67

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Academic Achievement, *Junior Colleges, *Performance Tests, *Personality Tests, Tests

Identifiers—*California

At Napa Junior College (California), to test the relationship between college attendance and personality change, 100 volunteers were measured in their first year by the STEP Reading Exam and the ACE Psychological Exam. California Psychological Inventory (CPI) showed a significant range in personality traits from high to low ability students. The values (measured by the Allport, Vernon, Lindsey Scale) were compared for the Napa students and a nationwide sample. The three groups of Napa students were tested in September and May for changes in personality and performance. Of six hypotheses, four were rejected and two were inconclusive. The general findings were: (1) Napa students are comparable in performance to entering freshmen at other institutions; (2) diversity within the college ranges over 67 percentile points on the ACE Exam; (3) there is great diversity of performance on Authority and CPI scales among the three ability groups; (4) by the same scales, there were significant changes in personality between September and May; and (5) there were significant changes in performance on the STEP Reading Exam among low-ability students. A more intensive study should be made of non-cognitive changes during the college years, for, although they seem to have no value as academic predictors, they are central to the process of education. Non-intellective factors, as opposed to academic, obviously have more influence and impact on both personality and performance than most educators are aware of. (HH)

ED 026 036

JC 680 497

Howe, Harold II

The Negro American and Higher Education.

Pub Date 3 Dec 68

Note—17p. Speech presented at the United Negro College Fund Conference on Higher Education (Washington, D.C., December 3, 1968).

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Disadvantaged Groups, *Federal Aid, Federal Programs, *Higher Education, *Junior Colleges, Negro Colleges, *Negro Education

Among the topics: (1) although high school is usually available to Negroes, quality is poor; (2) recent awareness that schools have failed, not children; (3) need to reach children younger, in school, home, and community; (4) low ratio of attendance of poor but able students at college; (5) intense desire of Negroes for higher education; (6) the able student's right to both funds and opportunity to pursue his schooling; (7) awareness that poor preparation can hide real ability; (8) need to desegregate, however slowly, the Negro college; (9) need to encourage the strong Negro college, to upgrade the medium, and to retain even the poorest as one more resource or to absorb it into another system; (10) scarcity of programs for the genuinely disadvantaged in white schools; (11) alteration of admission standards and credentials by all colleges; (12) compensatory, remedial, and guidance programs to help make up for disadvantages; (13) suggestion that Negro colleges supply other schools with their knowledge of working with the deprived; (14) support of federal funding for special programs; (15) need for completion of as well as enrollment in college; (16) possibility of pairing off poorer schools with prestige institutions; (17) appropriate, rather than romantic, Afro-American studies; (18) statewide planning needs; (19) preferential funding for central-city schools over suburban; (20) making professional careers socially as well as economically worthwhile for Negroes; (21) importance of private resources in this entire effort. (HH)

ED 026 037

JC 680 498

Hall, George L.

100,000 and Under: Occupational Education in the Rural Community Junior College.

American Association of Junior Colleges, Washington, D.C.

Pub Date 68

Note—32p.

Available from—American Association of Junior Colleges, 1315 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*Junior Colleges, *Rural Education, Rural Environment, Rural Urban Differences

Young people move from rural to urban areas for lack of educational and employment opportunity. Nonurban junior colleges, by correcting these lacks, may help to stem this migration—in spite of a shortage of faculty, funds, and space. Among their unique problems are: (1) the region often depends on a single industry; (2) students must travel farther to school or pay for housing; (3) with less vocational guidance, students are unaware of broader opportunities; (4) faculty is hard to hire because of lower pay and distance from city amenities; (5) families have little income and less interest in continuing education; (6) the area has a meager tax base. These factors combine to limit the comprehensiveness of the rural college. Of the 600 rural colleges, 40% are in population centers of 10,000 or less, with limited chances for employment. Transfer programs vary little; enrollment in agriculture and natural resources is growing; the most popular courses are business, physical science, health, trades, and industry. This report discusses the importance of lay advisory committees (general and occupational), to develop community interest and emphasizes the necessity for more counseling in the choice of an occupation and its course requirements. The college's community services must include not only the usual culture and recreation programs, but also such less common services as soil analysis and commercial consultation help. The rural college needs more research on student characteristics and its own unique role, according to its resources. (HH)

ED 026 038

JC 680 499

North Carolina Comprehensive Community College System Standards and Evaluative Criteria: Community Colleges and Technical Institutes.

North Carolina State Board of Education, Raleigh. Dept. of Community Colleges.

Pub Date Jan 69

Note—82p.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—Administrative Organization, Educational Philosophy, Educational Programs, *Evaluation Criteria, Faculty, Financial Policy, Instructional Materials Centers, *Junior Colleges, Physical Facilities, *Rating Scales, *Standards, Student Personnel Services

Identifiers—*North Carolina

Qualitative standards and criteria designed for self-study are outlined for the institutions: (1) its philosophy and purpose; (2) educational programs, including admissions, curriculum, and instruction in college transfer and in general education, occupational education programs, and occupational extension, continuing education, and community service programs; (3) faculty recruitment, selection, and retention; salaries and benefits, evaluation of teaching effectiveness, professional growth, and faculty organization; (4) learning resources center, including staff and administration, use of facilities, selection of materials and equipment, and its budget; (5) student personnel services, including administration, admissions, registration and records, guidance and counseling, financial aids and placement, and extracurricular activities; (6) physical facilities (including existing facilities) and their maintenance and expansion; (7) organization and administration, including the board of trustees, president, and administrative staff, policy implementation and administrative documents, community relations, and long-range planning, and (8) financial management and resources, including source and stability of income, administration, budget preparation and control, educational expenditures, purchasing, and accounting, reporting and auditing. These criteria are used to assess the quality of each institution in the North Carolina Comprehensive Community College System. (MC)

ED 026 039

JC 680 503

Gaddy, Dale

Student Activism and the Junior College Administrator: Judicial Guidelines.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Dec 68

Note—53p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Academic Freedom, *Activism, Civil Rights, Court Litigation, *Demonstrations (Civil), Freedom of Speech, *Junior Colleges, Laws, Legal Problems, *Legal Responsibility, Political Science, *Speeches

This paper deals with the legal aspects of student rights and of the various forms of expression (riots, demonstrations, speeches, and writings) pertinent to student activism, militancy, or agitation. It cites examples of such activities, along with decisions handed down by school authorities and local, state, and federal courts. The most recent case reviewed is *Barker v. Hardway* in the spring of 1968. Following the trends indicated by these decisions, the author offers guidelines to college administrators. They cover general principles such as avoidance of ambiguity or inconsistency, wide dissemination of information on the college rules, the extent of authority over behavior on or off the campus, the distinction between substantive and procedural due process, and the proper conduct of formal and informal hearings. Recommendations include: (1) a spirit of reason on the part of all concerned, (2) the formulation and enforcement of just rules and regulations for freedom of expression on campus, and (3) the channelling of student dissent into constructive activism, leading to increased academic freedom for all. (HH)

ED 026 040 JC 680 504

Bortolozzo, Julio L.

Recommended Financial Plan for the Construction of a Permanent Campus for San Joaquin Delta College.

San Joaquin Delta Coll., Stockton, Calif.

Pub Date 12 Nov 68

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Bond Issues, Construction Costs, *Educational Finance, Facility Requirements, *Financial Support, *Junior Colleges, *Tax Allocation, Tax Rates
Identifiers—*California

The financial plan for the San Joaquin Delta College (California) permanent campus is presented in a table showing the gross square footage, the unit cost (including such fixed equipment as workbenches, laboratory tables, etc.), and the estimated total cost for each department. The unit costs per square foot vary from \$18.00 for warehousing to \$38.00 for the performing arts center. Total building construction costs are \$19,779,000. Site development costs are \$3,826,000, to which must be added \$1,000,000 for movable equipment and furniture, \$2,228,000 for assorted professional fees, and a reserve of \$1,017,000. This makes a grand total of \$27,850,000, of which \$19,850,000 must be raised by a bond issue. The various departments planned for are: agriculture and natural resources, arts and letters, business education, campus centers, commons and student store, communications, forum building, health and physical education, health sciences, life sciences, materials resources, mathematics and engineering, physical science, social science, student personnel, technical and industrial, campus and district administration, and a warehouse and maintenance center. Attachments show the recommended bonding program, a comparison of present leasing and bond costs, the cost of continued leasing, and a comparison of 1972-73 bond and leasing costs. (HH)

ED 026 041 JC 680 505

Sims, David Melton

A Study of the Relationship of Selected Institutional Characteristics of the Junior College of Origin to the Academic Performance of Public Junior College Transfer Students in Four Universities in the University System of Florida.

Florida State Univ., Tallahassee. Graduate School.

Pub Date Dec 66

Note—126p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order no. 67-6479, MF \$3.00, Xerography \$6.20).

Document Not Available from EDRS.

Descriptors—*Academic Performance, Doctoral Theses, *Grade Prediction, *Institutional Environment, *Junior Colleges, *Transfer Students

Identifiers—*Florida

The lower division grade point averages and scores on the Florida Twelfth Grade Testing Program for 1221 students from 17 Florida junior colleges, and 25 operationally defined institutional variables (including general characteristics, institutional indexes of faculty load, curricular characteristics, physical plant, and fiscal charac-

teristics) of the 17 junior colleges were analyzed by means of a linear regression technique to determine to what extent these variables account for the variance in the first trimester performance of students transferring to one of the four Florida State Universities after a minimum of 60 junior college units. A total of 92 linear regression equations were computed, yielding multiple correlation coefficients, coefficients of determination (variance), and an "F" test for various combinations of the predictor variables. It was concluded that lower division grade point averages and scores from the Florida Twelfth Grade Testing Program were significant predictors of upper division grades, but the 25 institutional variables were not. (MC)

ED 026 042 JC 680 506

Matthews, Ralph E.

Landscape Installation and Maintenance: A Junior College Curriculum Guide.

California State Dept. of Education, Sacramento. Bureau of Junior Coll. Vocational-Technical Education.

Pub Date 68

Note—41p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Agricultural Education, *Agricultural Occupations, *Curriculum Guides, Horticulture, *Junior Colleges, *Landscaping

Identifiers—*California

Increasing interest in landscaping resulting from a growth in construction, the recent national emphasis on beautification, and expansion of outdoor recreational facilities has created a demand for personnel trained in landscape installation and maintenance. This guide provides suggestions for: (1) initiating one- and two-year programs in landscape horticulture, including available program assistance, the advisory committee, and relations with the community; (2) developing the curriculum, including courses, curriculum programs, and work experience programs; (3) selecting instructors and facilities, including sources of instructors, physical facilities, and instructional equipment; (4) enrolling the student; and (5) placing graduates. Graduates may be employed in state, city, and county governments, school districts, cemeteries, parks and recreation agencies, golf courses, industrial sites, offices, and private companies. They may also be self-employed. (MC)

ED 026 043 JC 680 507

Gold, Ben K.

The Developmental Studies Program: Some Scholarship and Persistence Statistics.

Los Angeles City Coll., Calif.

Report No.—LACC-RS-68-11

Pub Date Nov 68

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Educational Research, *Institutional Research, *Junior Colleges, *Low Ability Students, *Remedial Programs

Identifiers—*California

Scholarship and persistence statistics for low-aptitude students in the developmental studies program include: (1) a comparison of the fall 1967 developmental students' grades with the grades for those remaining in spring 1968 and taking regular college classes; (2) the spring 1968 grades in each subject for these same students, and a comparison of their total GPAs with the fall of 1967 GPAs for all students enrolled in the college; (3) a comparison of grades in each course for these same two groups, and a comparison of the percentages in each group receiving a C or better; (4) persistence figures for fall 1965 developmental studies students through spring 1967, including the number of students above and below a C average for each of four semesters; (5) the numbers and percentages of these students completing from one to six semesters, and the number and types of AA degrees granted them; (6) the types of English courses they took, and their grades; (7) a comparison of remedial English grades for fall 1965 and fall 1967 developmental students, fall 1962 probationary students, and fall 1967 regular students; (8) a record of transcript requests by fall 1965 developmental studies students; and (9) some comparative persistence statistics from previous research studies. (MC)

ED 026 044 JC 680 508

McInnis, Noel F.

Getting with Instructional Systems and Getting Instructional Systems with It.

Kendall Coll., Evanston, Ill. Center for Curriculum Design.

Pub Date Oct 68

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Curriculum Design, *Educational Theories, *Instruction, *Junior Colleges, *Teaching Methods

The speaker discusses two methods of teaching. He describes the data transmission system with its use of technology (computer assistance, audio-tutoring, etc.) as merely an updating of the traditional attempt by the teacher to impart a body of subject matter and by the student to absorb and store it for future retrieval. Opposed to this transmission and storage of data is the method of acquisition and assimilation of information. The three main differences are: (1) source of initiative in the educational process, (2) primary criterion for the organization of data, and (3) predominant behavioral outcome. In the traditional system, the teacher takes the initiative, the main criterion is relating bits of information to other bits, and the resulting behavior is mainly manipulative. In the acquisition method, the student does the initiating, the main criterion is the accumulated experience and present understanding of the learner, and the dominant resulting behavior is associative. The speaker feels both models are valid and should be used, but that machines do a better job of transmitting data than a teacher can, while the teacher who performs as a motivator, counselor, consultant will never become obsolete. In summary, the student in a traditional system is a manipulator, adapting all things to himself; in the acquisition system, he more likely relates all things with himself—the distinction being between adapting to and relating with. The speaker illustrates his point from his own teaching experience. (HH)

ED 026 045 JC 680 509

Appropriate Functions of the Board of Governors of the California Community Colleges and of the Local Junior College Governing Boards.

California Coordinating Council for Higher Education, Sacramento.

Report No.—CCH-68-22

Pub Date Dec 68

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—*Educational Legislation, Governance, *Governing Boards, *Junior Colleges, Legislation, *State Legislation

Identifiers—*California

In 1967 California created a Board of Governors of the California Community Colleges to assume the responsibilities then held by the State Board of Education and the State Superintendent of Public Instruction. The law also directed the Coordinating Council for Higher Education to appoint a committee to recommend the proper functions of the new Board of Governors and of local school boards maintaining junior colleges. By the time the Board assumed its authority in July 1968, it had arranged for the transfer of personnel and functions from the State authorities. The Education Code was examined for all sections pertaining to junior colleges at both state and local levels, so that the necessary elimination or reassignment of authority could be anticipated. As these changes would require major reorganization of the entire junior college structure, the Committee recommended a study, showing alternative structures and operations, to serve as a model for the final choice and meanwhile avoid ad hoc, unwise changes. It also recommended that certain conditions remain as before (instructional offerings, funding, etc.) and that some legislation, presently precluding the new Board's authority, be changed. Eighteen major functions each for the Board of Governors and the local junior college governing boards are suggested. The report shows which functions are changed, reassigned, new, or shared. Appended are the names of the Committee members and the full text of the Senate Bill creating the Board of Governors. (HH)

ED 026 046 JC 680 510

Greenman, Renny And Others

An Investigation of Test Variables Potentially Useful to the Washington Pre-College Testing Program for Community College Subject Fields.

Washington Univ., Seattle. Bureau of Testing.

Pub Date Oct 68

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Grade Prediction, *Junior Colleges, *Predictive Ability (Testing), *Testing Identifiers—*Washington

This study was to identify variables potentially useful in predicting a larger proportion of variance in community college study fields than accounted for by the current Washington Pre-College (WPC) battery. Selected tests from the Comparative Guidance and Placement (CGP) Core and Research Batteries, and the Tool and Form Matching subtests from the General Aptitude Test Battery (GATB) were administered to high school seniors or to freshmen entering three Washington State community colleges. The subjects' scores on these tests, along with their WPC scores, constituted the input data for two correlation matrices. One correlation matrix, based on the high school subjects, consisted of WPC variables, the two GATB subtests, and the CGP Research Battery. The second matrix was based on the community college subjects and consisted of WPC variables and the CGP Core Battery variables. The two matrices were subjected to three separate sequential predictor selection analyses: (1) the prediction of each CGP Research Battery and GATB subtest from WPC variables; (2) the prediction of each CGP Core Battery test from WPC variables; and (3) the prediction of each WPC variable from CGP Core Battery subtests. From the results of the predictor selection analyses, ten CGP variables and the two GATB subtests appeared to warrant further investigation as potentially useful predictors. All of the WPC tests except Reading Speed showed relatively high predictability from the CGP Core Battery. (Author/HH)

ED 026 047 JC 680 511

Beanblossom, Gary F. And Others
Statistical Revisions in the Washington Pre-College Testing Program.

Washington Univ., Seattle. Bureau of Testing.

Pub Date Oct 68

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Grade Prediction, *Junior Colleges, *Predictive Ability (Testing), *Testing Identifiers—*Washington

The Washington Pre-College (WPC) program decided, in fall 1967, to inaugurate in April 1968 the testing of high school students during the spring of their junior year. The advantages of this shift from senior year testing were to provide guidance data for earlier, more extensive use in high school and to make these data available to colleges at the time they actually make admissions decisions. Because of this shift, statistical changes were required in scoring and prediction formulas. This report summarizes the following three changes: (1) generating standard score weights for the quantitative skills subtests; (2) restandardizing high school means and standard deviations of the WPC tests; and (3) conversion formulas translating WPC raw scores into standard scores, and composite score formulas and derivations. (Author/HH)

ED 026 048 JC 680 512

Brawer, Florence B.

Personality Characteristics of College and University Faculty: Implications for the Community College.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date 68

Note—104p.

Available from—American Association of Junior Colleges, 1315 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.50 HC-\$5.30

Descriptors—*Faculty, *Junior Colleges, *Personality, *Placement, Psychology, Self Concept, *Teachers

Viewing the community college as oriented toward teaching rather than research, the author reviewed material that could (1) assist in the selection and placement of junior college faculty and (2) help people involved in the junior college movement to better know what they, themselves, and the movement are about. The monograph consists of (1) a review of personality theory and assessment, (2) reports of teacher personality, (3) classifications of faculty members on the bases of psychological and sociological theories, (4) a typology of junior college teachers, (5)

potentially useful research, (6) faculty selection, (7) teacher training, (8) innovative amenability, (9) faculty roles, and (10) teacher-student relationships. Twenty recommendations included: (1) college and community should jointly define institutional goals, (2) administrators and faculty should understand every person's uniqueness and know himself as well, (3) professors of higher education should emphasize problems of the community college, adopt an inquiring mind, and encourage doctoral candidates to evaluate both organization and self, (4) doctoral students preparing for junior college work or research on personality assessment, occupational roles, or higher education should utilize systematic designs where sets of identifiable conditions relating to learning are specified. The author concludes that, if the community college is to grow dynamically and with direction, it must know the people within it and our search must continue to help them. (RM)

ED 026 049

JC 680 513

Herrscher, Barton R.

The Assessment of Junior College Environments. American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Dec 68

Note—4p.

Journal Cit—Junior College Research Review; v3 n4 December 1968

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Educational Environment, *Institutional Environment, *Junior Colleges

The assessment of junior college environments has taken two forms—assessment based on (1) empirically derived data and (2) philosophic discourse. Both approaches have their place in the literature. More stress, however, should be placed on research findings. With this in mind, researchers are developing new sophisticated instrumentation. A special, revised edition of College and University Environment Scales (CUES) for the junior college is being written, which, it is hoped, will better discriminate among junior college environments. This will help to determine the relative effectiveness of various 2-year colleges in attaining their stated objectives. Research-based planning and decision making must replace the intuitive approach to administration if the community junior college is to attain the viability required of today's institutions of higher education. Effective planning and decision making, however, cannot occur in a vacuum. Appropriate data must be at hand. Research-derived information on the dimensions of the junior college environment is now available to facilitate the administrative process. (Author/HH)

ED 026 050

JC 680 514

Boggs, John R. Herrscher, Barton R.

A Developmental Research Plan for Junior College Remedial Education. Number 2: Attitude Assessment.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information; Regional Education Lab. for the Carolinas and Virginia, Rougemont, N.C.

Pub Date Nov 68

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Attitudes, *Attitude Tests, *Junior Colleges, Remedial Instruction, *Research Design

An interest in student behavior is the principal reason for assessing attitudes, since definitions of attitude generally tie attitude to behavior by conceptualizing attitude, in part, as a predisposition to respond. This paper describes a systematic procedure for assessing student attitudes and attitude changes by constructing and administering a scale for attitude measurement. The four steps in constructing such a scale (the determination of a referent and a population, the collection of possible items, the screening of items, and the selection of screened items for the final scale) are described in detail, and the use of the scale is explained. Remedial students and classes are used as examples, but the procedure is applicable to the attitudes of vocational students, the total student body, teachers, parents, etc. toward admission policies, student personnel services, curriculum, and other referents. (MC)

ED 026 051

JC 680 515

Quint, Louis

A Proposed Program of Supervision of Instruction in Public Junior Colleges.

University of the Pacific, Stockton, Calif.

Pub Date Jun 65

Note—296p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 65-11,112, MF \$3.80, Xerography \$13.30)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Inservice Teacher Education, *Instructional Improvement, *Junior Colleges, Questionnaires, *Supervision, *Supervisory Methods, Teacher Supervision

This is the full text of the dissertation previously summarized in ED 014 278. Questionnaire responses from 37 junior colleges were used as a basis for analyzing current practices in supervision of instruction and for developing a proposed program for such supervision. While differences in degree of supervision were found there were few significant differences among institutions concerning materials used in supervision, administrative organization, or administrator-faculty ratios. A strong relationship was noted between actual practice and the ideal practice as reported by the respondents. The findings indicate a need for further study in (1) the role of division chairmen, (2) the method of selecting faculty/administration committees, (3) in-service education programs, and (4) methods of evaluation of instruction. In his proposed program for supervision of instruction, the author gives attention to the rationale for such a program, guidelines, board policy statements, organizational charts, faculty/administration committees, in-service education, orientation of new faculty, faculty observation and research, technical aids to instruction, classroom observation, and evaluation of instruction. (HH)

ED 026 052

JC 680 516

Conger, George R.

L.V. Koos: His Contribution to American Education During Half a Century.

Florida State Univ., Tallahassee. Graduate School.

Pub Date Aug 68

Note—194p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48103

Document Not Available from EDRS.

Descriptors—*Biographies, *Educational History, *Junior Colleges, *Post Secondary Education, *Secondary Education

This dissertation is a study of the life and works of L.V. Koos. It covers his personal history, the course of his education, and his professional qualifications. It discusses his influence, both personal and professional, on other educators, as shown by the quoted opinions of his students and colleagues. He first gave his attention to the grades normally associated with high school and only later examined the upper and lower ends of this stratum, which eventually became the junior high and the junior college. Thus, although he is best known as a junior college expert, he always considered himself a specialist in secondary education. The study contains a critique of his professional writings. He has written 22 book reviews for six different professional journals; has written or edited 25 bulletins, yearbooks, and surveys; has authored or co-authored 16 books for ten publishers; has published 132 articles in 38 journals. His writings are assessed under six headings and his research methods are examined according to (1) the nature of his treatment, (2) the nature of recommendations and their consistency if repeated, and (3) his presentation of notable opposition to his ideas. Koos was a Dewey pragmatist. He wanted to make realistic opportunities available to American youth and saw the upward extension of the high school as the best instrument of democratization. Unable to investigate all relevant matters as intensively as he wished, he encouraged others to pursue the necessary research. (HH)

ED 026 053

JC 680 517

Comparative Guidance and Placement Program: An Experimental Program for Junior Colleges. Program Report.

College Entrance Examination Board, New York, N.Y.

Pub Date Sep 68

Note—85p.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—Educational Guidance, *Educational Planning, *Educational Testing, *Experimental Programs, Guidance Programs, *Junior Colleges, Student Ability, Student Interests, *Student Placement

The purpose of the tests and services to become available from this program is to provide three types of information for use, by both junior colleges and entering students, as a basis for realistic decision making. Descriptions of (1) a student's educational and vocational interests, (2) his special abilities, particularly in relation to the academic programs available to him, and (3) his abilities in reading, written communication, and fundamental mathematics will help to place him in appropriate classes. Preliminary results indicate the basic tests in reading, English, and mathematics will be widely applicable in predicting academic success in nearly all curricular areas. The special abilities and various research instruments will have more limited predictive use. (MC)

ED 026 054 JC 680 518

Rousseau, John E. Hurlburt, Allan S.

The Open-Door College: The Problem of the Low Achiever.

Ohio State Univ., Columbus.

Pub Date Nov 68

Note—5p.

Journal Cit—Journal of Higher Education; v39 n8 November 1968

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Admission Criteria, *Evaluation, *Junior Colleges, *Learning Processes, Low Ability Students, *Low Achievers, *Remedial Programs

By historical precedent and state legislation, community colleges are and will continue to be open-door colleges. They are properly viewed as the means of providing educational opportunity for all, including the low achiever. The open-door policy, however, will be valid only if students can achieve their goals. Their success will determine whether the door is really open or merely revolving. Community colleges must therefore determine what low-achieving students are going to learn in remedial programs, the conditions of learning, and how the learning can be evaluated. Boards of trustees and parents can put pressure on both administrators and instructors to evaluate their efforts with the low achiever. This evaluation is essential if only to show the general ineffectiveness of current developmental or remedial programs. Junior colleges will have to face the challenge of demonstrated student learning as the one criterion for the success of any program for the low achiever. In short, the open-door policy is justified only if the college provides valuable educational experiences for all students admitted and makes student learning a major institutional goal. (HH)

ED 026 055 JC 680 519

Roberts, Dayton Y.

To Educate Pilots.

American Association of Junior Colleges, Washington, D.C.

Pub Date Dec 68

Note—3p.

Journal Cit—Junior College Journal; v39 n4 December 1968

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—*Aircraft Pilots, *Aviation Mechanics, *Aviation Technology, *Flight Training, *Junior Colleges, Technical Education

Identifiers—*Florida

As the highly trained ex-military pilots of World War II began to retire from commercial flying, there was concern over the pilot shortage, especially among the airlines with their growing needs. Miami-Dade Junior College, in January 1965, was the first to respond to this need. Although initial enrollment was expected to be small, 150 applications were received; in 1967, enrollment was nearly 800; in one or two years, an enrollment of over 1000 is predicted. Broward County, Manatee, and Gulf Coast Junior Colleges now offer career pilot programs. Each program requires about 200 hours of flight time, costs the student about \$3000, and offers 68 to 78 semester hours of mathematics, social science, humanities, business, and physical education, besides aviation courses in flight theory, aircraft development, aerodynamics, air navigation, aerodynamics, meteorology, air transportation,

engines and structure theory, aircraft systems, aviation safety, and radio communications. The program leads to an associate degree in science or arts. Flying for the airlines is the initial goal of most students, but many switch to some other job in flying, such as corporate, rescue service, charter, or agricultural pilot. Miami-Dade also offers an associate degree program for stewardesses. Four more junior college programs for pilots are currently being planned in Florida. (HH)

ED 026 056 JC 680 521

Malik, Joseph A.

Decision-Making in Community Colleges.

Oregon School Study Council, Eugene.; Oregon Univ., Eugene. School of Education.

Pub Date Nov 68

Note—25p.

Journal Cit—Oregon School Study Council Bulletin; v12 n3 November 1968

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Administrative Policy, *Decision Making, *Faculty, *Junior Colleges, *Participation

Identifiers—*Oregon

This study shows that the desire of faculty members to participate in administrative decision making varies with their field of specialization, sex, and years of educational experience. The field of specialization seems to have the most effect, academic instructors generally wanting a higher degree of participation than the teachers of vocational or technical subjects. Among the academic faculty, the men advocate more involvement than the women; among the applied faculty, the reverse is true. As the level of education of the faculty member increases, so does his interest in administrative decisions, those with advanced degrees being better trained for such participation and more knowledgeable about the problems of an educational institution. Administrators should encourage the applied faculty to take more interest, if not in institutional decision making, at least in such other faculty activities as council and committee work. Since every faculty member can and should contribute to the development of an institution in his own way, it is up to the administrator to make it possible for him to do so. (HH)

ED 026 057 JC 690 002

Lombardi, John

Unique Problems of the Inner City Colleges.

Pub Date [68]

Note—14p.; Speech presented to the California Junior College Association (Anaheim, October 31, 1968).

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Disadvantaged Youth, *Discriminatory Attitudes (Social), *Inner City, *Junior Colleges, Low Ability Students, Minority Groups, *Racial Segregation, *Urban Education

Identifiers—*California

Urban changes such as population increase, shifts in population groups, suburban growth, and central city decay have produced special problems for the inner city college—de facto segregation, inadequate education programs, racial imbalance of employees, and discrimination in student participant activities. The attempts to prevent segregation—regional distribution of programs, open rather than district enrollment, encouragement of non-resident enrollment, colleges with special programs—have been ineffective. Enrollment still reflects the ethnic make-up of the area and is intensified by current separatist movements. Although segregation need not mean inferior education, experience has shown that it does. Programs for the disadvantaged, low-ability, and minority groups are inadequate, as no one knows what to teach them or how to evaluate what they do. Increased research in special education, funds for program development and student aid, and thorough evaluation of the programs are essential. Lack of attention to non-Western cultures is a parallel problem. The racial mix of employees is not well-balanced at the administrative or academic levels, but is better at the non-academic level. Lack of qualified people is one reason for this condition. In intercollegiate athletics, in participant programs like journalism, theatre, and music, and in apprenticeship programs, prejudice is more overt. The colleges can do little for the apprentice, but can improve matters in the other areas. (HH)

ED 026 058 JC 690 003

Articulation Agreements Between San Fernando Valley State College and the Colleges of the Los Angeles City Junior College District.

Los Angeles Junior Coll. District, Calif.

Pub Date 1 Sep 68

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Articulation (Program), *College Majors, *Junior Colleges, *Transfer Policy, *Transfer Students

Identifiers—*California

These articulation agreements have been negotiated so that the junior college student may complete the first two years toward his baccalaureate with courses that meet the requirements of his major. This bulletin merely lists the acceptable courses; details of curricula, course titles, descriptions, or units of credit may be found in the catalogs of the respective colleges. From this listing, the student can see what is needed, not only for his major, but also for completing his general education requirements. In some cases, a certain course may satisfy both needs. If the student elects courses that satisfy neither requirement, he may have to spend extra time in the lower division before transfer. This schedule also lists courses that satisfy minor and major requirements toward teaching credentials. The report may serve as a guide for other schools wishing to establish similar agreements. (HH)

ED 026 059 JC 690 004

Phair, Tom S.

A Profile of New Faculty in California Community Colleges.

California Univ., Berkeley. Field Service Center.

Report No.—UCB-FSL-15

Pub Date [68]

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Faculty, *Instructional Staff, *Junior Colleges, Teacher Background, *Teacher Characteristics, Teacher Experience, Teacher Qualifications

Identifiers—*California

This first phase of a 5-year study of staffing trends in California junior colleges surveys 78 public junior colleges and examines 1310 new, full-time faculty members hired in fall 1967. The data will be compared with those collected during the following four years. Experience categories were (1) none, (2) secondary teaching, (3) elementary teaching, (4) 4-year institution, (5) junior college, (6) secondary practice teaching, (7) elementary practice teaching, (8) junior college practice teaching, (9) research assistant, (10) teaching assistant, (11) industrial or commercial experience. Degrees were noted by (1) less than M.A., (2) M.A. awarded in 1966-67, (3) M.A. awarded before then, (4) doctorate. New teachers were further identified by subject area—art, agriculture, commerce, criminology, drama, English, engineering, homemaking, journalism, language, library, mathematics, music, nursing, philosophy, physical education, psychology, science, social science, or vocational and technical. It was also noted if they were graduates of California University or other institutions. Charts show the findings for years 1967-68 and 1968-69. The study is expected to answer: (1) Is an M.A. sufficient? If so, when and where obtained? (2) Are pedagogical courses necessary? How many and what kind? (3) Is supervised teaching, practice teaching, or teaching assistance helpful? (4) Should the University of California develop special teacher training programs for the junior college? (HH)

ED 026 060 JC 690 005

Kendra, Lawrence M. Noble, Sidney

Housing and Transportation Study: Full-Time

Employees.

Cuyahoga Community Coll., Cleveland, Ohio.

Pub Date Sep 68

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—*College Housing, *Faculty Recruitment, *Housing Needs, *Junior Colleges, Questionnaires, *Teacher Housing, Transportation

Identifiers—*Ohio

This questionnaire survey shows the many influences on selection of housing and transportation by employees of a Cleveland junior college district (Cuyahoga Community College). It is felt the data would be pertinent to personnel recruit-

ment, housing policies for faculty and staff, private housing developments, dissemination of housing information by the college, assessment of campus parking needs, etc. Administrator response was 74.2%; faculty, 51.9%; and non-academic personnel, 36.1%. Part I, Respondents' Characteristics, covers their job classification, sex, and marital status. Part II, Transportation, shows distances from work, methods of transportation, and average commuting time. Part III, Housing, compares employees' actual housing conditions and degrees of satisfaction with their preferences. It also notes the influence of proximity to church or school, rental charges, and mortgage payments on housing choice. Part IV records the likes and dislikes of the respondents for the Cleveland metropolitan area. All data are shown in tables. (HH)

ED 026 061 JC 690 006

Dennison, John D. Jones, Gordon
A Study of the Characteristics and Subsequent Performance of Vancouver City College Students who Transferred to the University of British Columbia in September, 1967.

Pub Date 17 Dec 68

Note—84p.

EDRS Price MF-\$0.50 HC-\$4.30

Descriptors—*Foreign Countries, *Junior Colleges, *Student Characteristics, *Transfer Students

Identifiers—*Canada

Transfer students were classified according to personal characteristics of age, sex, and department entered, and according to junior college educational characteristics of GPA, number of semesters attended, full- or part-time attendance, achievement in certain subjects, and comparison between college grading and university status. Relationships between the characteristics are shown in tables. Among the observations: transfers were mainly interested in the humanities, two-thirds transferred in their second year, they were full-time students for two semesters and in that time completed ten college-level courses, of 14 departments available most chose from eight, most did not drop their GPA at the university, the number of A and B grades increased although they had fewer such grades than the native students, there were fewer failures than at college, those who failed had had a low GAP in college, many improved their grades in their second year at the university, they had an attrition rate of one-third at the end of one year. Tentative conclusions included: college GPA was fairly indicative of university performance, prognosis of success varied by department, more than 40% of the transfers completed their first university year, the college has value in helping students, perhaps otherwise ineligible, to satisfy requirements for university entrance. (HH)

ED 026 062 JC 690 007

Blocker, Clyde E.

Student Needs and the System.

Pub Date 68

Note—25p.; Speech presented to the Northeast Area Two-Year College Reading Association (Philadelphia, November 13, 1968).

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Attitudes, Disadvantaged Youth, *Educational Objectives, *Junior Colleges, *Self Actualization, *Student Needs

The author suggests that higher education become a service for students, not an obstacle course that excludes rather than includes. The "paper student," as shown by his transcript, is poorly described. No account is taken, for instance, of his family background—low income, lack of occupational status and geographic or social mobility, indifference to or scorn of higher education. His self-image is average; he is economically, politically, and morally conservative; he lacks intellectual or social self-confidence; he aspires only to a middle occupation, and even that without settled goal. He must be guided toward compatibility of education and vocation and helped to develop self-acceptance, emotional balance, and maturity. His search for respect includes academic, social, and vocational success at his own level, free of parental restraint. The punch-card processing of students in "the system" discourages all these developments. Adjustment problems are frequently less severe for students in college residence than for those living at home, where normal emancipation conflicts with family values, and where the nightly return

to a non-supportive environment negates much of his growth. Institutional rigidity (grades, attendance) may also stifle his search for self-determination. The college can offset these influences by broadening admission criteria, by relating programs more closely to daily life (as opposed to vocation), by defining and following educational objectives that meet modern expectations of individual development. (HH)

ED 026 063 JC 690 008

Gleazer, Edmund J., Jr.

This is the Community College.

Pub Date 68

Note—151p.

Available from—Houghton Mifflin Co., 110 Tremont Street, Boston, Massachusetts 02107 (\$4.25)

Document Not Available from EDRS.

Descriptors—*Community Colleges, *Higher Education, *Junior Colleges, *Post Secondary Education

This document is an informal introduction to the community college, emphasizing the developments of the 1960's. To many requests for information about the two-year college, the author has responded briefly with an overview and some conclusions about the nature and potential of this rapidly expanding institution. Topics include: (1) the context of community higher education, (2) an overview of the community college movement, (3) a definition of the community colleges assignment, (4) opportunities for students who will not transfer to a four-year school, (5) responsibilities of the college to the community, (6) the "decisive factor" of teaching and administrative staff, and (7) concerns and cautions regarding future development. As the community college depends on the understanding, acceptance, and support of its citizens to realize its promise, the author has tried to generate excitement about and commitment to the two-year college among the members of the community it serves. (MC)

ED 026 064 JC 690 009

Fitch, Robert J.

An Analysis of the Courses Failed by Freshmen Students on Academic Probation.

Cerritos Coll., Norwalk, Calif.

Pub Date Dec 68

Note—5p.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Academic Failure, *Academic Probation, *College Freshmen, *Educational Counseling, Grades (Scholastic), *Junior Colleges, *Remedial Instruction

Identifiers—*California

Records of a sample of 100 students receiving a total of 170 F grades were analyzed and showed that general education courses, remedial courses, and courses normally taken in high school accounted for most of the failing grades. It was also found that failing grades were received in transfer courses far more frequently than in occupationally-centered courses, and that few failing grades were received in college-level mathematics or science courses with stiff prerequisite requirements. A profile for a typical failing student includes: (1) a tendency to select a non-science, liberal arts, transfer program, (2) inadequate high school preparation, and (3) a need for remedial work in English and math. Recommendations include expansion of the college's remedial program and increased efforts by the college counseling staff in group counseling, "emergency" mid-term counseling for students receiving F grades, and improvement in vocational guidance. (MC)

ED 026 065 JC 690 010

A Profile of Students in the College Readiness

Program at College of San Mateo.

San Mateo Coll., Calif.

Report No.—CSM-RR-1968-9

Pub Date Dec 68

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*College Preparation, *Junior Colleges, *Minority Groups, *Remedial Instruction, *Student Characteristics

Identifiers—*California

A statistical description of the students enrolled in the program is presented, including data on race, sex, marital status, age, legal residence, high school attended, citizenship, major, units attempted and completed, grade point average, and probationary status. On the basis of these data,

several conclusions and recommendations are made. (MC)

ED 026 066 JC 690 011

Proceedings of a Conference on Research-Based Planning and Development (Durham, North Carolina, June 27-30, 1968).

Regional Education Lab. for the Carolinas and Virginia, Rougemont, N.C.

Pub Date [68]

Note—78p.

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors—*Conference Reports, *Educational Planning, Governance, *Higher Education, *Institutional Research, *Junior Colleges

Identifiers—Regional Education Laboratory for the Carolinas

Conferees heard five papers designed to emphasize some contemporary problems of higher education. The keynote address stresses the role of the institutional researcher, who must not only be capable in his discipline of research, but also be concerned that his work is relevant to institutional needs and problems. He must place the results in professional service to the continuing development of the institution. The second address concerns the probable trends in higher education in the South in the next twenty years. The remaining three papers deal with issues arising out of current student and faculty demands for increased participation in the governance of their institutions. In addition to the papers above, this document reviews the two workshop/conferences leading up to the present conference, and summarizes three research reports from participating institutions. (MC)

ED 026 067 JC 690 012

Final Report on MDTA Basic Education and Vocational Classes of the Work Training Program, Inc., 1965-67.

Santa Barbara City Coll., Calif. Adult Education Div.

Pub Date Nov 67

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Cooperative Programs, Counseling, *Disadvantaged Groups, *Junior Colleges, Private Agencies, *Unemployed, *Vocational Education, *Welfare Recipients

Identifiers—*California

This report describes a cooperative effort by a city college, a private group (Work Training Program, Inc.), and government agencies to rehabilitate local, long-time unemployed families. After considerable frustration and bureaucratic delay, the project concentrated on basic education and three vocational courses: gardener/groundman, custodian/porter, and home attendant. Other vocational courses were requested, but were discouraged locally or rejected by the state. The staff used flexible teaching methods, much personal counseling, and many field trips to lessen the alienation and despair felt by most of the trainees. Many tests were used, but both they and the classes were kept as informal as possible. Details of all methods and results are given. The principal finding was that basic education was far more effective than vocational training in job placement, for those classes had been used to teach not only mathematics and language, but also group participation, civic awareness, and self-respect. Another conclusion was that vocational programs should aim toward higher-status jobs, rather than low-level, menial ones. The staff felt that emphasis on self-development through involvement and informal counseling was the most important factor in rehabilitation. Many families were removed from the welfare rolls after two or three generations. The hazards and limitations, as well as the accomplishments, of this program may serve as a guide for other local cooperative efforts. (HH)

ED 026 068 JC 690 013

Foncannon, Howard F.

Technical Education: A Growing Challenge in American Higher Education. Report of the AAAS Conference on Science in Technical Education (Washington, D.C., July 22-23, 1968).

American Association for the Advancement of Science, Washington, D.C.

Report No.—AAAS-MISC-PUB-68-14

Pub Date Nov 68

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—*Junior Colleges, *Science Education, *Subprofessionals, *Technical Education

This conference sought to analyze the major problems of science in technical education, formulate possible solutions, and stimulate action by higher education, government, the scientific community, foundations, and private industry. This part of the study concerns only physical science and engineering technicians, most of whom attend junior or technical colleges. Staff studies show that the education of technicians has benefited little from the science education reforms enjoyed by scientists and engineers. General problems considered at the conference were (1) the need for technicians, (2) the institutions, students, and teachers, and (3) the programs offered. The staff prepared working papers on each problem and agreed on certain recommendations: (1) establish the unique identity of technical education, (2) inform a wider public, (3) clarify articulation with universities and high schools, (4) devise a satisfactory vertical structure for technical courses, (5) encourage supporting legislation, (6) refine techniques to study supply and demand, (7) continue study of regulatory agencies, (8) examine motivations of high school students, (9) reduce the attrition rate, (10) help teachers keep up to date (math, science, technology), (11) improve pre-service teacher training, (12) anticipate, rather than accommodate, technological change, (13) explore work-study programs, (14) publicize successful curricula, (15) continually evaluate program objectives and relevancy, (16) develop teaching aids, (17) welcome new teaching methods. (HH)

ED 026 069 JC 690 014

The Need for Plastics Education.

Society of Plastics Engineers, Inc., Stamford, Conn.; Society of the Plastics Industry, Inc., New York, N.Y.

Pub Date Sep 68
Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Chemical Technicians, *Engineers, *Industrial Arts, Industrial Education, *Junior Colleges, *Plastics, Questionnaires, *Technical Education

In view of a lack of trained personnel in the industry, the Plastics Education Foundation proposes that educators (1) add more plastics programs, (2) establish plastics engineering degrees at appropriate 4-year institutions, (3) add plastics processing technology to current engineering curricula, and (4) interest younger students in courses and/or apprenticeships. Through the Foundation, industry will contribute funds, equipment, and advisory services to schools offering sound programs. A questionnaire, sent to over 4000 firms, showed a serious and growing shortage in all sizes of company. They need plastics training programs, broad and specialized, at all school levels. Most urgently needed are: mold and die makers; supervisors; mold set-up technicians; product designers and draftsmen; cycle and material technicians; quality controllers; processing and finishing specialists; color and mixing specialists. The industry appreciates the chemists and chemical engineers in the polymer and resin fields, but still needs mechanical and industrial engineers, specialists in plastics, who can work on (1) mold and product design, (2) process engineering, (3) automation, (4) analysis and selection of materials, (5) design, selection, and improvement of machinery. With no exposure to plastics in their schooling, current graduates do not understand even the equipment and materials characteristics. A new B.S. degree in Plastics Engineering and wider publicity of the opportunities in the industry are urged. (HH)

ED 026 070 JC 690 015

Harper, William A.

"Like It Is": Report of a Workshop for New Junior College Presidents and Their Wives (Los Angeles, July 14-20, 1968).

California Univ., Los Angeles. Junior Coll. Leadership Program.

Pub Date Oct 68
Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Administrator Role, Attitudes, *Chief Administrators, *Junior Colleges, *Presidents, Workshops

At this workshop, opinions were expressed on the value of certain attributes of a president, such as: his personal qualities of self-esteem, intelligence, patience, and idealism; his role as an example to school and community; his integrity and human warmth; his interest in young people; an

ability to work hard under pressure without loss of identity; intellectual leadership, both on and off campus; managerial leadership to encourage, inspire, and direct others; ability to delegate authority; willingness to make decisions; agreement with his school's philosophy and practices; and a professional alertness to trends and innovations. There were also different ideas on the role of the president's wife: she should be much in the background, but accept responsibility when appropriate; serve as a leader of other women when necessary; understand education in general; see that her husband's home life provides respite from his pressures and problems; calmly accept public scrutiny and even criticism; refrain from speaking out on college operations; take part in faculty wives' activities; attend to any social obligations that create or contribute to good college and community relations; be concerned with her public appearance, attitude, and conduct; involve herself discreetly in cultural and civic affairs; be socially aware and flexible; retain her individuality. The president as perceived by other groups, current problems of junior colleges in general, and president/faculty relationships were also discussed. (HH)

ED 026 071 JC 690 016

Taschow, Horst Gerard

A Comparison of Individual Reading Improvement Scores on a Group of 36 Community College Freshmen as Measured by the Crude Gain Method and the Residual Gain Method.

Pub Date [68]

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*College Freshmen, *Junior Colleges, *Reading Improvement, *Reading Research, *Reading Tests

Identifiers—*Nelson-Denny Reading Test

A comparison of a measure of crude gain with a measure of residual gain in individual reading improvement, as measured by the Nelson-Denny Reading Test, Revised, Form A and B administered to thirty-six college freshmen, showed the residual gain method to be the more reliable assessment of reading improvement. In addition, the residual gain procedure is not affected by pre-test score differences, it provides a realistic basis for grading individual reading improvement, and it estimates inferior and superior improvers in accordance with their own proficiency and progress in the improvement of reading. (MC)

ED 026 072 JC 690 017

Oppelt, Marion O.

Attitude of Community College Instructors Toward Student Groups as a Function of Certain Teacher Characteristics.

Washington Univ., Seattle.

Pub Date 67

Note—166p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order no. 68-3870, MF \$3.00, Xerography \$7.80).

Document Not Available from EDRS.

Descriptors—*Academic Education, *College Environment, Doctoral Theses, *Junior Colleges, *Teacher Attitudes, *Vocational Education

Identifiers—*Washington

This study sought to determine whether there are differences of instructor attitude toward occupational and academic students that would detract from or counter the efforts to provide a satisfactory environment for the occupational student. A semantic differential instrument was constructed and administered to 148 faculty members from three 'representative' junior colleges in the state of Washington, as a means of evaluating differences in the degree of favorableness of attitude toward the two classes of students. Significant differences were found between the favorableness of attitude toward selected concepts representative of the two groups of students as reflected by the semantic differential instrument. Vocational instructors showed equally favorable attitudes toward both occupational and academic students, and viewed all students more favorably than academic instructors. The academic instructors viewed academic students more favorably than occupational students. The author concludes that the selection and training of teachers should stress the importance of the favorable attitude of teachers toward occupational students to establish an environment where these students can find favor and consequent

status. It will be self-fulfilling and make their individual role more attractive. (MC)

ED 026 073

LI 000 711

Carlson, William H.

What University Librarians are Thinking, Saying, and Doing About Automation; Annotated Bibliography Drawn Chiefly From Annual Reports of University Librarians.

Oregon State System of Higher Education, Corvallis.

Pub Date Dec 67

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Automation, *Bibliographies, Cataloging, Computers, Facsimile Transmission, Library Acquisition, Library Circulation, *Library Planning, *Library Technical Processes, *University Libraries

Prepared for librarians of the Oregon State System of Higher Education, this bibliography consists of entries taken mainly from annual reports of university librarians in the United States and Canada and also from other library publications and reports of library conferences and seminars. Each entry includes excerpts or brief summaries describing current and planned projects for automating library processes. Most of the projects mentioned involve library acquisitions, cataloging, serials, circulation, or facsimile transmission. (CC)

ED 026 074

LI 000 799

Busha, Charles H. Landrum, John H.

Telefacsimile Communication With the Xerox Magnavox Telecopier in Reference and Interlibrary Loans: A Report of a Three-Month Experimental Demonstration Conducted by the South Carolina State Library Board.

South Carolina State Library Board, Columbia.

Pub Date Jul 67

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Costs, *County Libraries, *Facsimile Communication Systems, *Interlibrary Loans, *Library Reference Services, *State Libraries, Telephone Communication Systems

Identifiers—South Carolina, *Xerox Magnavox Telecopier

In an attempt to find a suitable system for reducing the time span in handling referred information and interlibrary loan requests from public libraries in South Carolina, the State Library Board conducted a three-month experimental demonstration with the Xerox Magnavox Telecopier, a telefacsimile communication device. The demonstration, financed with funds from Title III of the Library Services and Construction Act, involved a triangular link-up among the State Library Board, the Charleston County Library and the Greenville County Library. It is concluded that the quality of the telefacsimile communication was excellent, and no difficulties were encountered with the operation of the machine. The excessive cost for maintaining and using the Telecopier network, however, makes it prohibitive for use in the present system in South Carolina, and it is noted that commercial telephone communication would suffice for handling urgent requests for books and information. The relatively infrequent use made by the two county libraries of the Telecopier during the actual on-the-job experimental demonstration renders the maintenance of this telefacsimile communication system impractical at the present time in South Carolina's statewide referral system. Appendixes include the operating policy, evaluation sheet, operation steps, and information on length of transmission and materials transmitted. (Author/JB)

ED 026 075

LI 000 875

Parker, Edwin B. And Others

Bibliographic Citations as Unobtrusive Measures of Scientific Communication.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Oct 67

Grant—NSF-GN-434

Note—128p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-177 073, M.F. \$6.5, H.C. \$3.00).

Document Not Available from EDRS.

Descriptors—Behavioral Sciences, *Bibliographic Citations, Cluster Grouping, *Communication (Thought Transfer), Correlation, *Information Utilization, Measurement Techniques, *Periodicals, Research Methodology, *Statistical Analysis

An examination of 500 citations in 17 behavioral science journals was made for four time periods: 1950, 1955, 1960 and 1965. Fewer journals were examined in the earlier periods because some of the journals began after 1950, 1955, or 1960. The citations were examined to find out what sources were cited by which journals in which proportions. Comparisons were made across journals and across time periods to discover sources of citations, time trends in citation sources, age of cited material, trends in authorship and acknowledgement, cluster analysis of journal to journal citations, and other measures of journal interconnections. This study is also an attempt to evaluate the method of analysis of citation data. The collected data appear in 37 appended tables. (CC)

ED 026 076

LI 000 926

Oller, Robert G.

Human Factors Data Thesaurus, an Application to Task Data. Final Report, January 2, 1967 - October 31, 1967.

System Development Corp., Dayton, Ohio.

Spons Agency—Aerospace Medical Research Labs, Wright-Patterson AFB, Ohio.

Pub Date Mar 68

Contract—F33615-67-C-1036

Note—71p.

Available from—Clearinghouse for Federal Scientific & Technical Information, Springfield, Va. 22151 (AD-670 578, MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Aerospace Technology, Behavior, Classification, *Electronic Data Processing, Glossaries, *Human Engineering, Indexing, Information Processing, *Information Retrieval, Information Storage, Nominals, *Thesauri, Verbs, *Vocabulary

This report describes how vocabulary and thesaurus techniques can be applied to a user-oriented computerized data handling system. An analysis is presented of the specialized problems associated with the development of vocabularies and rules for regulating their usage. The report consists of glossaries of action verbs and nouns accompanied by appropriate rules of usage and cross reference indexes of acceptable terms and their synonyms. All the terms contained in the vocabularies are clearly defined and are mutually exclusive. Care was exercised to avoid selecting terms that had restricted usage, so they would be useful in a wide range of aerospace systems. Consistency in meaning of terms and rules governing their usage will reduce confusion when indexing data and help maintain the users confidence in the data retrieved. The vocabularies and rules for usage should, with modifications, be applicable to any data base containing aerospace human factors data. Only limited additions should be required to the verb glossary to express any human actions associated with aerospace systems. (Author)

ED 026 077

LI 000 978

Agnew, James E. And Others

Catalog Data File Creation for the New England Regional Library Technical Processing Center. NELINET, New England Library Information Network. Final Report of CLR-374

Infonetics, Inc., Cambridge, Mass.

Spons Agency—New England Board of Higher Education, Wellesley, Mass.

Pub Date 20 Jun 68

Contract—CLR-374

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—Automation, Cataloging, Catalogs, *Centralization, Computer Programs, Computers, *Electronic Data Processing, *Information Processing, Library Acquisition, Library Networks, *Library Technical Processes, *University Libraries

Identifiers—NELINET, *New England Library Information Network

This final report covers January, 1967 through September 15, 1967, the period of Task One of the New England Library Information Network (NELINET). The primary objective of Task One was to set up procedures and programs to build a catalog data file for the center. The secondary

task was to set up procedures to selectively extract bibliographic data from the catalog data file and output this data in the form of catalog cards, book spine labels, and book pocket labels. The system is designed to be compatible with the Machine-Readable Cataloging (MARC) system. The report contains descriptions and flow charts of programs written for Task One. (CC)

ED 026 078

LI 000 979

Agnew, James E. And Others

Systems Design and Pilot Operations of a Regional Center for Technical Processing for the Libraries of the New England State Universities. NELINET, New England Library Information Network. Progress Report, July 1, 1967 - March 30, 1968. Volume I.

Infonetics, Inc., Cambridge, Mass.

Spons Agency—New England Board of Higher Education, Wellesley, Mass.

Pub Date 5 Apr 68

Contract—CLR-385

Note—41p.; Vol. II, Appendices, is LI 000 980

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Automation, Cataloging, *Centralization, Information Processing, Library Acquisition, *Library Networks, *Library Technical Processes, Pilot Projects, Regional Programs, *Systems Development, *University Libraries

Identifiers—NELINET, *New England Library Information Network

The New England Library Information Network (NELINET) entered the pilot project stage late in 1967 when the University of New Hampshire became the first member of the network to be connected to the processing center in Cambridge, Massachusetts. The five other New England state university libraries were ready to be connected at the time of this report. The report focuses on (1) the systems analysis and program planning for the project, and (2) the services available under the pilot operation. Section One is an introduction and summary. Section Two covers initial work with catalog data file searching. Section Three deals with acquisitions processing. Section Four is a demonstration of services carried out in connection with the pilot operation. Volume II (LI 000 980) contains appendices giving much of the technical detail of project activities. (CC)

ED 026 079

LI 000 980

Agnew, James E. And Others

Systems Design and Pilot Operation of a Regional Center for Technical Processing for the Libraries of the New England State Universities. NELINET, New England Library Information Network. Progress Report, July 1, 1967 - March 30, 1968, Volume II, Appendices.

Infonetics, Inc., Cambridge, Mass.

Spons Agency—New England Board of Higher Education, Wellesley, Mass.

Pub Date 5 Apr 68

Contract—CLR-385

Note—169p.; Vol. I is LI 000 979.

EDRS Price MF-\$0.75 HC-\$8.55

Descriptors—Automation, Cataloging, Centralization, Information Processing, Library Acquisition, *Library Networks, *Library Technical Processes, Pilot Projects, Regional Programs, *Systems Development, *University Libraries

Identifiers—NELINET, *New England Library Information Network

Included in this volume of appendices to LI 000 979 are acquisitions flow charts; a current operations questionnaire; an algorithm for splitting the Library of Congress call number; analysis of the Machine-Readable Cataloging (MARC II) format; production problems and decisions; operating procedures for information transmittal in the New England Library Information Network; compression word coding techniques (transition distance coding, alphabetic, recursive decomposition, and Soundex); and sample cards and labels. (CC)

ED 026 080

LI 000 983

Densmore, Glen Bourne, Charles

A Cost Analysis and Utilization Study of the Stanford University Library System, Prepared for Stanford University, Stanford, California. Memorandum Report.

Stanford Research Inst., Menlo Park, Calif.; Stanford Univ., Calif. Libraries.

Report No.—SRI-P-IM-5012

Pub Date Feb 65

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Administration, *Budgeting, Cost Effectiveness, *Costs, Library Circulation, Library Equipment, *Library Expenditures, Library Facilities, Library Materials, Library Technical Processes, Maintenance, Salaries, Space Utilization, Unit Costs, *University Libraries, *Use Studies

Identifiers—*Stanford University Libraries

This study was conducted to determine what fraction of the total cost of the Stanford University library system can properly be charged to each of the four major groups of users: undergraduate students, graduate students, faculty and staff, and non-Stanford users. Eight separate cost elements were developed for each of the library's cost centers or service facilities from actual cost data provided by the University Controller's Office. These cost elements were: salaries and benefits, books, periodicals, binding, supplies and expenses, operating and maintenance, building and equipment depreciation, and University administration. Statistics covering circulation by user groups and campus population distribution by user groups were collected for each by the individual facilities, and these circulation and population statistics were then used to make a preliminary allocation of the specified cost elements to the four user groups. Following this preliminary allocation, the manner for allocating the cost elements to user groups was outlined. In order to aid the allocation of cost elements, five special studies were made which covered: circulation, population distribution, the cataloging and acquisition divisions, salaries and benefits, and space utilization. The final task performed was the allocation of cost elements for each facility or cost center to the appropriate user group or groups. (Author/JB)

ED 026 081

LI 001 039

Martin, Claud E.

Mobile Library Filming Device.

Redstone Arsenal, Ala. Scientific Information Center.

Spons Agency—Army Missile Command, Redstone Arsenal, Ala.; National Aeronautics and Space Administration, Huntsville, Ala. George C. Marshall Space Flight Center.

Report No.—RISC-784

Pub Date 19 Apr 68

Note—49p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-671-623, MF \$0.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Costs, Design Needs, *Equipment Evaluation, Equipment Standards, Information Centers, *Information Dissemination, Information Services, Libraries, Library Materials, *Microfilm, *Photography, Technical Reports

This report contains details of the study and performance test of the Mobile Filming Library Device which consists of a camera and self-contained power source. Because of the cost savings and service improvement characteristics, this technique involving the use of a microfilm intermediate in the preparation of copies of material filed in full size but not in loanable form, adopted by the Redstone Scientific Information Center, was studied to examine possibilities for more general use. The manufacturer's design, operating and maintenance instruction reports, and photographs of the device during the performance test are also included in this report. Although design improvements are identified and recommended, it is concluded that the device is practical, operable with little training, lightweight and versatile. (JB)

ED 026 082

LI 001 113

Marke, Julius J.

Copyright and Intellectual Property.

Fund for the Advancement of Education, New York, N.Y.

Pub Date Jan 67

Note—110p.

EDRS Price MF-\$0.50 HC-\$5.60

Descriptors—Computers, *Copyrights, Federal Aid, *Federal Government, Government Role, Information Dissemination, Information Systems, Instructional Materials, *Legal Problems, Microfilm, *Public Policy, *Publishing Industry, Research, Technical Reports

Identifiers—*U.S. Office of Education

This study of issues related to the public domain policy of the U.S. Office of Education also considers and makes recommendations for

the related matters of access to government-financed research, the photocopying of copyrighted materials, and the relationship between copyright and computer technology. Information upon which the study and recommendations are based comes from relevant publications and interviews with over one hundred persons directly involved with the problems, including publishers, educators, copyright lawyers and a librarian. After the issues and view points on the public domain policy are outlined, recommendations are made to resolve the controversy. It is suggested that the government should permit copyrighted commercial publication of the products of government-sponsored research, while at the same time making these materials available to the public in microform through government information systems. Solution to the problems involved with photocopying copyrighted materials involves publishers providing, on a competitive basis, copies of the excerpts of their publications required by the schools. In the analysis of copyright and computer technology, it is predicted that copyright protection in a computer age will not be adequate for authors of scholarly works, and it will probably be most profitable for copyright proprietors to negotiate special arrangements for computer use. (JB)

ED 026 083

LI 001 132

Katter, Robert V.

Transmission Fidelity in Document Systems.

System Development Corp., Santa Monica, Calif.

Report No.—SF-3231

Pub Date 1 Oct 68

Note—12p.; Paper presented at the American Psychological Association Convention (San Francisco, September, 1968).

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Abstracting, *Automation, Cataloging, *Classification, Communication (Thought Transfer), Content Analysis, *Evaluation Methods, Experimental Psychology, *Indexing, Information Processing, Information Retrieval, Information Systems, Libraries

Identifiers—*Pattern Congruity Method

Document searching systems, such as those in libraries, are comprised of chains of components that transmit information. The components consist of mechanisms for doing classification, indexing, abstracting and cataloging of documents, and for converting users' statements of need to expressions suitable for searching the system. Improvement of the transmission fidelity of components requires that fidelity be measurable. The Pattern Congruity Method has been devised for accomplishing this. The method adapts paired-comparison judgment procedures from experimental psychology to the measuring of judgments of document content and the content of representations such as titles and abstracts. It provides a measure of agreement between different instances of the same component, such as between indexers, and also allows direct measurement of fidelity, i.e., the degree of correspondence or congruity between patterns of content of full documents and patterns as depicted by each component in the chain that transduces information about document contents. The method has been used to compare human and machine indexing products, to evaluate machine classification, to study conceptual structures underlying the use of indexing terms, and is currently being employed to study functional overlap in abstracting and indexing services. The method has been experimentally tested for two years under sponsorship of the National Science Foundation. (Author/JB)

ED 026 084

LI 001 136

Sammon, John W., Jr.

Some Mathematics of Information Storage and Retrieval.

Rome Air Development Center, Griffiss AFB, N.Y.

Report No.—RAD-TR-68-178

Pub Date Jun 68

Note—34p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 673 362, MF \$.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Algebra, Indexing, *Information Retrieval, *Information Storage, *Mathematical Applications, *Mathematical Models, Mathematics, Probability, *Statistical Analysis

This report explains the following mathematical techniques which may be used for relating search

requests to documents contained in a library: (1) Boolean Algebraic Retrieval, (2) Linear Statistical Retrieval, (3) Statistical Association Techniques for expanding a query and/or for expanding the set of retrieval documents, (4) Vector Space representation of the retrieval process, and (5) Discriminant Analysis Techniques. (RP)

ED 026 085

LI 001 140

Ackerman, Lynn, Ed. And Others

Selected Mechanized Scientific and Technical Information Systems.

Herner and Co., Washington, D.C.

Spons Agency—Federal Council for Science and Technology, Washington, D.C. Committee on Scientific and Technical Information.

Pub Date Apr 68

Contract—OEC-1-7-070895-3777

Note—153p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 179 658, MF \$.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Directories, *Documentation, Electronic Data Processing, *Federal Government, Information Centers, Information Dissemination, *Information Networks, Information Retrieval, *Information Systems, Scientific Research, Technical Reports

The publication describes the following thirteen computer-based, operational systems designed primarily for the announcement, storage, retrieval and secondary distribution of scientific and technical reports: Defense Documentation Center; Highway Research Board; National Aeronautics and Space Administration; National Library of Medicine; U.S. Department of Agriculture (Bibliography of Agriculture, Pesticides Information Center); U.S. Department of Commerce (Clearinghouse for Federal Scientific and Technical Information); U.S. Department of Health, Education and Welfare (ERIC); U.S. Department of the Interior (Bonneville Power Administration, Bureau of Reclamation, Geological Survey); U.S. Patent Office (ICIREPAT); U.S. Air Force (Foreign Technology Division). (RP)

ED 026 086

LI 001 143

Blasingame, Ralph Ridinger, Thornton J.

Library Services in West Virginia, Present and Proposed.

West Virginia Library Commission, Charleston.

Pub Date Feb 66

Note—172p.

Available from—West Virginia Library Commission, 2004 Quarrier St., Charleston, West Virginia 25311 (Free)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Financial Support, Librarians, *Libraries, Library Collections, *Library Networks, *Library Services, Library Standards, *Library Surveys, *State Programs

Identifiers—*West Virginia

The scope of this study included (1) reviewing the present plan for regional library development; (2) analyzing statutes affecting library organization and financing; (3) conducting a survey of the library collections, staff, and physical facilities presently existing; (4) compiling data on educational, social, and economic conditions in West Virginia which might influence library services; (5) visiting a sufficient number of libraries and related institutions to insure the accuracy and relevance of the data to be gathered; and (6) recommending plans for the development, organization, and financing of public library service using the collected data. In order to collect data the survey staff sent out 481 questionnaires to public, school, special, and state government libraries, examined annual reports, made field visits, and compared data to national, regional, and state standards. Copies of the questionnaires used, a list of public libraries in West Virginia, and a reference book checklist of 193 items are appended. (CC)

ED 026 087

LI 001 164

A DDC Bibliography on Microfiche, Microfilm and Related Equipment, Volume 1.

Defense Documentation Center for Scientific and Technical Information, Alexandria, Va.

Report No.—DDC-TAS-68-3

Pub Date Jul 68

Note—64p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 675 300, MF \$.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Abstracts, *Bibliographies, Equipment, Information Storage, *Library Equipment, *Microfiche, *Microfilm, Photography

This bibliography contains abstracts of 40 unclassified-unlimited reports on microfiche, microfilm and related equipment acquired by the Defense Documentation Center since 1953. Citations are typically arranged in AD sequence, ascending order. The following computer produced indexes are provided: subject, corporate author, personal author, contract, report number and AD number. (Author/RP)

ED 026 088

LI 001 247

A Study of the Frequency With Which Russian, French and German Scientific Articles are Cited in Selected American Scientific Journals.

Syracuse Univ., N.Y. Research Inst.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 1 Jun 66

Grant—NSF-G-19275.1; NSF-GN-501

Note—83p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-170-620, MF \$.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—*Bibliographic Citations, Content Analysis, *Foreign Language Periodicals, French, *German, *Periodicals, Publications, Research Utilization, *Russian, Scientific Research, Scientists, Technical Reports, Translation

Identifiers—France, Germany, Russia, *United States

A study was made of the usage by American scientists of selected Russian scientific journals which were translated under the sponsorship of the National Science Foundation and other agencies. Study data were compiled by making a physical count of the German, French, Russian and total citations which appeared in six U.S. scientific journals for the period from 1951 through 1964. It was found that citations to the selected Russian journals have gradually increased over the 14 years while citations to German journals declined markedly and citations to French journals also declined but not as markedly. In 1964, the rate of citations to the selected Russian journals exceeded the rate of citations to French articles in contrast to 1951 when French citations were two and one half times greater than all Russian citations. Citations to the selected Russian journals during 1964 were about one half the rate of citations to German journals, while in 1951 German articles were cited at a rate ten times greater than articles from the selected Russian journals and six times greater than all Russian citations. It was concluded that the translations of selected Russian journals are beginning to have more effect on U.S. scientific publication than French publications and have made great strides toward equaling the effect of German publications. (Author/JB)

ED 026 089

LI 001 249

Library Service in the Capitol Region of Connecticut; A Study With Recommendations for Future Development.

Nelson Associates, Inc., New York, N.Y.

Spons Agency—Regional Advisory Committee for the Capitol Region, Inc., Hartford, Conn.

Pub Date Oct 66

Note—71p.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—Disadvantaged Groups, Financial Support, Information Needs, *Library Associations, *Library Cooperation, *Library Planning, Library Programs, Library Reference Services, Library Services, Library Standards, *Library Surveys, Publicize, *Regional Libraries, Regional Programs, State Libraries

Identifiers—*Connecticut

Objectives of this study were to assess existing library resources, services, and needs in the Capitol Region of Connecticut and to recommend steps for future development. Study data were obtained from a questionnaire sent to all libraries in the region, from interviews with a cross section of individuals in many fields concerned with libraries, and from a review of relevant published materials. Principal findings and conclusions of the study lead to the recommendation that high priority be given to the establishment of a Capitol Region Library Council (CRLC) which would coordinate library

planning, conduct further library studies, and undertake experimental and demonstration projects. After the CRLC is established, priority should be given to: (1) cooperation with other regional organizations, (2) an improved program of public information, (3) service to disadvantaged groups, and (4) the establishment of a regional reference resource center. Other recommendations to be promptly implemented cover uniform library statistics, preparation of a list of regional subject specialists, and improving interlibrary loan services. The long range recommendation which should have first priority involves the improvement of basic library collections and services through the establishment of standards and the increase of local financial support and state aid. The survey questionnaire is appended. (JB)

ED 026 090

LI 001 252

Swanson, Rowena Weiss

Information, An Exploitable Commodity.

Air Force Office of Scientific Research, Arlington, Va. Directorate of Information Science.

Pub Date Apr 68

Contract—AFOSR-68-0652

Note—66p; Presented at the National Congress on Data Processing (4th), Hebrew Univ., Jerusalem (Israel), 8-9, April 68.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 677 197, MF \$.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Automation, Communication (Thought Transfer), *Cost Effectiveness, Information Centers, *Information Dissemination, Information Networks, *Information Services, Information Systems, *Information Utilization, Man Machine Systems, Scientific Research, Technology

The paper examines information systems from the viewpoint of implementations based on current knowledge and experience. It reviews studies that report on how information has been and can be communicated for its exploitation. It discusses various types of systems and schemes that have been developed to aid the information transfer process, including the specialized information center, largescale documentation centers, selective-dissemination-of-information systems, commercial information services, and small-group communication channels. The role of machines in information processing is considered with respect to current and potential hardware and software. Limitations and constraints imposed on formal information-transfer mechanisms by man's information processing behavior are postulated as requiring human interfaces to effect optimal use of information. An information facilities network is suggested as a structure for providing necessary documentation, transmission, and use of information. The network includes facilities for acquisition and control; advisory and counseling services; training of documentalists and information specialists; research, development, and testing support; and administration and coordination. Information activities are related to payoff, particularly with respect to technologically developing societies and potential small-industry users. (Author)

ED 026 091

LI 001 254

Report of Library Services and Construction Act

Project #2842, January 1-June 30, 1966.

Los Angeles Public Library, Calif.

Pub Date 27 Jul 66

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Culturally Disadvantaged, Disadvantaged Groups, Disadvantaged Youth, *Economically Disadvantaged, Educationally Disadvantaged, Ghettoes, Inner City, *Library Programs, *Library Services, *Public Libraries, Urban Environment

Identifiers—*Los Angeles Public Library

This report covers the first six months of the Los Angeles Public Library's federally funded project to extend library service to the disadvantaged. Section I covers the recruitment and training of staff members for the project, including monthly staff orientation meetings emphasizing technical and sensitivity training. Section II describes the organization of the project. Section III discusses the work programs of the four groups involved in the project—the Venice Branch Library, the Lincoln Heights Branch Library, the Central Region, and the Bookmobile in the Southern Region. Examples of activities

undertaken are an art fair, involvement in adult evening school classes, Family Night Programs, and programs for senior citizens. A summary of activities and general comments complete the report. (CC)

ED 026 092

LI 001 255

Report of Library Services and Construction Act

Project # 2842, July 1 - December 31, 1966.

Los Angeles Public Library, Calif.

Pub Date 26 Jan 67

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Bibliographies, Culturally Disadvantaged, Disadvantaged Groups, Disadvantaged Youth, *Economically Disadvantaged, Educationally Disadvantaged, Ghettoes, Inner City, Library Materials, *Library Programs, *Library Services, Public Libraries, Urban Environment

Identifiers—*Los Angeles Public Library

This report covers the second six months of the Los Angeles Public Library's project to extend library service to the disadvantaged. In the second period emphasis was placed on involvement with individuals as well as with community groups, on development of techniques, and on assembling a variety of materials for reaching and working with potential patrons. Work with children, young adults, and adults is described. A number of materials lists are appended: High Interest and Low Vocabulary Reading; Films Used in Federal Project Programs; Pamphlets Placed for Distribution in Metropolitan Teen-Post Central Region; Titles Used for Book Talks at Venice High School; Book List Prepared for Bookmobile Stop at Imperial Courts Housing Project; Books Nominated by the Venice Children's Book Jury; Teen Post Favorites; Books on Sex Education and Related Subjects; Children's Books in Spanish; and Recordings. (CC)

ED 026 093

LI 001 256

Report of Library Services and Construction Act

Project # 2842, January 1 - June 30, 1967.

Los Angeles Public Library, Calif.

Pub Date 29 Jul 67

Note—162p.

EDRS Price MF-\$0.75 HC-\$8.20

Descriptors—*Culturally Disadvantaged, Disadvantaged Groups, Disadvantaged Youth, *Economically Disadvantaged, Educationally Disadvantaged, Ghettoes, Inner City, Library Programs, *Library Services, *Public Libraries, Urban Environment

Identifiers—*Los Angeles Public Library

The third of the Los Angeles Public Library's semi-annual reports on its federal project for the disadvantaged includes individual staff reports from the Central Region, Bookmobile Division, Lincoln Heights, Venice, The Display Artist, and a student worker. In these reports are discussions of (1) conditions and people in the communities served, (2) materials and methods used in extending library services, (3) specific activities and programs, (4) problems encountered, (5) community and librarians' reactions to the project as a whole and to individual programs, and (6) goals for future service. Names of films and recordings added to the collection are appended. (CC)

ED 026 094

LI 001 257

Report of Library Services and Construction Act

Project # 2842, July 1 - December 31, 1967.

Los Angeles Public Library, Calif.

Pub Date 26 Jan 68

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Culturally Disadvantaged, Disadvantaged Groups, Disadvantaged Youth, *Economically Disadvantaged, Educationally Disadvantaged, Ghettoes, Inner City, Library Programs, *Library Services, *Public Libraries, Urban Environment

Identifiers—*Los Angeles Public Library

In this six month period of the Los Angeles Public Library's project to extend service to the disadvantaged a full time public relations assistant was hired. Attempts were made to evaluate special activities and the Library Administration considered implications of the project for the Library's service program. This document includes reports from Lincoln Heights, Central Region, Venice, and the Bookmobile staff as well as office statistics, a summary of activities, and a list of projects done by the Federal Project Display Artist. (CC)

ED 026 095

LI 001 275

Ali, Franz L.

Information Handling in the National Standard Reference Data System. NBS Technical Note 290.

National Bureau of Standards (DOC), Washington, D.C.

Report No.—NBS-TN-290

Pub Date 1 Jul 66

Note—30p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO C 13.46: 290, #25).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Computers, Data Collection, Data Processing, *Electronic Data Processing, Information Dissemination, Information Processing, *Information Retrieval, *Information Services, *Information Storage, *Information Systems

Identifiers—*National Standard Reference Data System, NSRDS

A preliminary plan is presented for the selection, acquisition, intellectual organization, and storage of the information which will underlie the Information Services Operation of the National Standard Reference Data System, as well as for methods of locating desired information items in storage, retrieving, and displaying or communicating them. Questions of the use of computers for these purposes are discussed, including selection of equipment, arrangement of digital storage, input format, remote access, and the economics of choosing certain functions of the system for mechanization. Also, an interim system, based on conventional and, in the main, manually operated files, is described. (Author)

ED 026 096

95

LI 001 277

Development Trends in Federal Library and Information Center Automation. Guides for Administrative and Technical Interviews.

Information Dynamics Corp., Bethesda, Md.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-8-9031-GUIDE

Contract—OEC-0-8-089031-4627(095)

Note—90p.

EDRS Price MF-\$0.50 HC-\$4.90

Descriptors—Administration, Administrative Organization, *Automation, *Data Collection, *Government Libraries, Guides, *Information Centers, *Interviews, Library Planning, Library Surveys, Systems Analysis, Systems Development

These two guides for interviews on trends in library automation in federal libraries and information centers cover administrative and technical interviews. The guide for administrative interviews is divided into five steps: (1) determining the details of the agency's mission and organizational structure, (2) establishing the administrative relationships of the agency, (3) determining the responsibilities the agency has for information activities, (4) characterizing agency planning processes and their effect on information activities, and (5) identifying future plans. The technical interview consists of six steps: (1) characterizing internal library organization, staffing, and budgeting, (2) determining present and past relationships of the library with management, computer personnel, and users, (3) describing the library's present operations and collection, (4) characterizing operational problems, the planning process, and system development, (5) identifying future plans, and (6) eliciting general remarks and comments on library automation. (JB)

ED 026 097

LI 001 279

Developing Partnerships for California Libraries, Governor's Conference on Libraries (Sacramento, May 26-29, 1968).

California State Library, Sacramento.

Pub Date 68

Note—127p.

Journal Cit—News Notes of California Libraries;

v63 n4 Fall 1968

EDRS Price MF-\$0.50 HC-\$6.45

Descriptors—Automation, Conference Reports, Federal Aid, *Financial Support, Information Centers, Information Systems, Libraries, *Library Cooperation, *Library Networks, *Library Planning, *Library Programs, Library Services, National Programs, State Programs

Identifiers—*California

Representatives from California government, business, industry, and all types of libraries met

to discuss interlibrary cooperation and coordination. The addresses presented at the conference and included in these proceedings cover these topics: libraries of the future, major national issues in the development of library networks, library and information center partnerships in California, existing systems for information distribution and information networks, the New York State library program, public library cooperation in California, cooperation in relation to academic libraries, present and future federal library financing, and local library financing. Summary reports are included for group discussions which were devoted to communications, resources, planning, and financing. (JB)

ED 026 098 LI 001 281

Wixon, D. W. Housman, E. M.
Development and Evaluation of a Large-Scale System for Selective Dissemination of Information (SDI). Research and Development Technical Report.

Army Electronics Command, Fort Monmouth, N.J.

Report No.—ECOM-3001

Pub Date Aug 68

Note—38p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-674-661, MF-\$0.65, HC-\$3.00).

Document Not Available from EDRS.

Descriptors—Abstracts, Automation, Computer Science, *Evaluation, *Information Dissemination, *Information Retrieval, Information Services, *Information Systems, Input Output Analysis, Interests, Scientific Personnel, *Systems Development, Technical Reports
Identifiers—Defense Documentation Center, SDI, *Selective Dissemination of Information, U.S. Army Electronics Command

The report describes a large-scale computerized system for Selective Dissemination of Information (SDI) developed over the past five years at the U.S. Army Electronics Command to serve its technical personnel. The system, which uses as its document base the current accessions of the Defense Documentation Center, was developed in three phases: (1) an 18-month semiautomated test with 50 subscribers, (2) a fully automated system with about 500 subscribers, and (3) a proposed standard system for Army use. System descriptions include profiling techniques, keyword matching strategies, processing procedures, flow charts, and samples of inputs and outputs. System effectiveness is evaluated in terms of document ordering, relevance of citations, and the impact the system has had on the R and D program as revealed by responses to questionnaires. (Author)

ED 026 099 LI 001 282

Werner, D. J. And Others

A Case of Search vs. Experiment. Program of Research on the Management of Research and Development.

Northwestern Univ., Evanston, Ill. Dept. of Industrial Engineering and Management Sciences.

Pub Date Dec 65

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Experiments, *Information Retrieval, *Information Seeking, *Information Sources, *Librarians, *Researchers, Search Strategies

During a series of operational field experiments to study the information seeking behavior of a sample of medical researchers, a subject reported that, based on his knowledge of information sources at that point it would be less costly to perform an experiment than to attempt to retrieve the piece of information he needed. A professional librarian, working independently, was able to retrieve the same information through use of personal contacts in a pharmaceutical house in a shorter elapsed time than it took to perform the experiment. This case seemed to suggest that some information sources were not well known to the searcher rather than that the information was unavailable, and possibly a greater emphasis needs to be placed upon informing the users about current information resources. (JB)

ED 026 100 LI 001 283

Trueswell, R. W. Rubenstein, A. H.

Information Searching Behavior of Physicians. Northwestern Univ., Evanston, Ill. Dept. of Industrial Engineering and Management Sciences.

Pub Date Oct 66

Note—19p.; Based on a paper presented at the National Meeting of the Operations Research Society of America (30th, Durham, October 17-19, 1968).

EDRS Price MF-\$0.25 HC-\$0.84

Descriptors—*Behavioral Science Research, Information Retrieval, *Information Seeking, *Information Sources, Information Systems, Information Theory, Models, *Physicians, *Search Strategies

The purpose of this study was to provide some preliminary data about the information-searching behavior of the physician in order to (1) facilitate the development of models describing the search behavior and (2) provide the behavioral data necessary for the development of effective information retrieval systems for use by the medical profession. In this report, the relationship between various factors that are involved with the physician's information-searching behavior are graphically displayed in a model, while a second figure diagrams the various sources of information, with the physician as a center point. To provide data for a small part of the overall system shown in the model, an exploratory study was conducted to obtain background information about the physician's information-searching activities. Based on interviews held with internal medicine specialists on the staff of a large metropolitan hospital, sources of information for these physicians were identified and the use of these sources was examined. Suggestions for future studies and activities involve collecting additional validating data, using this behavioral data in developing a theory, and eventually developing information services for the physician designed to improve his information-searching behavior. (JB)

ED 026 101 LI 001 289

Paisley, William J.

Information Source Preference as a Function of Physical and Psychological Distance from the Information Object.

Stanford Univ., Calif. Inst. for Communication Research.

Pub Date Jul 66

Note—36p.; Paper read at annual convention of the Association for Education in Journalism, August, 1966.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—*Colleges, Communication (Thought Transfer), Distance, Factor Analysis, *High School Students, *Information Seeking, *Information Sources, *Universities

In this study data were collected on "major" and "most helpful" sources used by high school students (incoming Syracuse University freshmen at the time of data collection) as they gathered information about Syracuse and other colleges. Sources were both interpersonal (family, friends, high school personnel, college representatives) and impersonal (college catalogs, guides, and the mass media). Personal and environmental data were collected to form a set of potential predictors. Four variables emerged as predictors of information-source response: (1) physical distance from the information object (operationally, the respondent's state of residence in relation to Syracuse University), (2) psychological distance (operationally, whether any member of the immediate family had attended Syracuse), (3) the number of friends and adult acquaintances who attend(ed) Syracuse, (4) and sex. These variables chiefly predicted whether interpersonal or impersonal sources would be dominant; intermediate preferences were ambiguous because of the rarity with which media sources were cited. The study affirms the importance of interpersonal sources and suggests factors on which their use is partly contingent. (Author/CC)

ED 026 102 LI 001 291

Hilton, Howard J.

Identification and Copyright—Two Problems in Microform Systems.

Pub Date 68

Note—10p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-179-783, MF-\$0.65, HC-\$3.00).

Document Not Available from EDRS.

Descriptors—*Codification, *Copyrights, Indexing, Information Dissemination, Information Retrieval, Information Science, Information Storage, *Information Systems, Microfiche, *Microfilm

Of the problems discussed, those posing the greatest obstacle for the full utilization of microform systems are: (1) the problem of identifying the material on microforms when it is associated with key words in computerized digitalized systems; (2) the problem of copyright in converting collections of material into microform stores; and (3) the problem of the payment to copyright holders for the reproduction of their works in on-demand, reproducing libraries, as well as the problem of payment to organizations which have made the investment of preparing microform masters of material in public domain and not subject to copyright. It is suggested that the establishment of a unique code for recorded knowledge and information would contribute to the solution of these problems and to overcoming two of the obstacles to the development of microform systems, e.g., identification and copyright. Since both information and copyright are international problems, they require an international solution. (Author/JB)

ED 026 103 LI 001 293

Copenhaver, Christina Boelke, Joanne

Library Service to the Disadvantaged, A Bibliography. Bibliography Series, Number 1.

ERIC Clearinghouse on Library and Information Sciences, Minneapolis, Minn.

Bureau No.—BR-7-0866

Pub Date Dec 68

Contract—OEC-1-7-07086-4575

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Bibliographies, Conferences, *Culturally Disadvantaged, *Disadvantaged Groups, Disadvantaged Youth, Economically Disadvantaged, Federal Programs, Illiteracy, Library Materials, *Library Programs, *Library Services, Minority Groups, Public Libraries, School Libraries

This selective bibliography covers library services and materials for the culturally, educationally, or economically deprived in the United States and Canada. It includes 365 references to journal and newspaper articles, reports, books, bibliographies, theses, and pamphlets published from 1960 to Fall, 1968, with emphasis on materials dated 1965 or later. Citations were obtained from a literature search and correspondence with library and project directors and appropriate Divisions of the American Library Association. The bibliography is divided into four sections. Section I covers background and specific aspects including federal legislation and programs; literacy problems; children's, young adult, and school library services; minority groups; rural disadvantaged; and library materials and materials selection. The other three sections list references to individual projects and programs; conferences, institutes, and workshops; and materials lists. (CC)

ED 026 104 LI 001 307

Tanis, Norman E.

Library Service for Kansas State College: Planning for the Next Decade by Means of a College-Wide Series of Questionnaires.

Kansas State Coll. of Pittsburgh. Library.

Pub Date 68

Note—86p.

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors—*College Libraries, College Students, Faculty, Graduate Students, Library Acquisition, Library Materials, Library Material Selection, *Library Planning, *Library Services, *Library Surveys, *Questionnaires

Identifiers—*Kansas State College

A four-part questionnaire was constructed and administered to the users of the Kansas State College Library to aid the library staff in planning for effective library service and in developing a book acquisition policy for the next ten years. The four surveys conducted were: (1) departmental, in which academic departments were asked to indicate the depth of the library collections required for the specific subject areas in their disciplines, (2) faculty, in which the instructional staff answered questions on faculty use, instructional and student use of libraries, instructional and resource planning, resources, services, and library personnel, (3) graduate students, which consisted of questions on libraries used, research projects and theses topics, library services and regulations, library instruction, and suggestions for improvement in specific areas, and (4) undergraduate students, which included questions

on libraries used, difficulties experienced with the library, library personnel, and possible facility improvements. This report consists of the survey questionnaires and results, with the questionnaires used for the faculty, graduate student, and undergraduate student surveys based to a considerable degree upon forms used by Columbia University. (JB)

ED 026 105

LI 001 309

Wessel, C. J. And Others

Criteria for Evaluating the Effectiveness of Library Operations and Services. Final Report, Phase II: Data Gathering and Evaluations.

Thompson (John I.) and Co., Washington, D.C.

Spons Agency—Pacatiny Arsenal, Dover, N.J.

Report No.—ATLIS-R-19

Pub Date Aug 68

Contract—DA-28017-AMC-3483 (A)

Note—121p; ED 018 242 is Volume I.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 676 188, MF-\$0.65; HC-\$3.00).

Document Not Available from EDRS.

Descriptors—Administration, *Cost Effectiveness, Costs, *Evaluation, *Evaluation Criteria, Evaluation Methods, Information Centers, *Information Services, Libraries, *Library Services, Library Standards, Management, Measurement Techniques

This report summarizes (1) data and information collected to facilitate the development of criteria for the evaluation of the efficiency and effectiveness of Army Technical Libraries; (2) the findings on the mission and objectives of Army Technical Libraries; (3) the areas in which adequate standards for performance are feasible; and (4) presents the tentative (candidate) criteria and proposed management techniques useful in implementing them. The criteria apply to 4 general aspects of library performance: (1) Philosophical - criteria which relate to the enunciation of the reasons for the existence of the library, (2) Management - criteria which relate to the influence exerted on the efficiency and effectiveness of the library by management practices, (3) Services and products - criteria which relate to the outputs of the library and measures of service or product effectiveness, and (4) Operations - criteria which are potentially useful as a basis for developing adequate standards for performance evaluation of the staff's professional actions. (Author)

ED 026 106

LI 001 310

Williams, Gordon And Others

Library Cost Models: Owning Versus Borrowing Serial Publications.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Pub Date Nov 68

Grant—GN-532

Note—169p.

EDRS Price MF-\$0.75 HC-\$8.55

Descriptors—Cost Effectiveness, *Costs, Interlibrary Loans, *Library Acquisition, Library Circulation, Library Collections, Library Expenditures, Library Surveys, Library Technical Processes, *Mathematical Models, National Libraries, National Programs, Purchasing, *Research Libraries, *Serials

The costs of providing access to serial literature in four university research libraries were examined in this study, and a methodology was developed for comparing borrowing costs with the costs of acquisition, cataloging, maintenance, and circulation. Mathematical models are provided by which any library can determine at what frequency of use of a serial title it becomes less expensive to acquire a photocopy of an article from another library when needed than to subscribe to and maintain a file of the title. Cost data from the four libraries, when inserted into the models, indicate a strong case for borrowing low demand serial items. Study findings must be qualified because the four libraries are not a random sample of all research libraries, and no value was placed on having a collection available for browsing or on the shortened access time involved with local ownership. It is concluded that in order to give the research library a choice between borrowing and owning little used serials a national lending library system for serial literature needs to be developed. Appendixes include: details on the library surveys, mathematical

analyses performed for the study, suggestions for a lending library system, and cost models for a specific serial title. (JB)

ED 026 107

LI 001 313

Shores, Louis And Others

The Tex-Tec Syllabi: Courses of Study for Library Technical Assistant, Prepared for the Texas State Library.

Communication Service Corp., Washington, D.C. Spons Agency—Texas State Library, Austin. Field Services Div.

Pub Date 68

Note—170p.

Available from—Communication Service Corporation, 1333 Connecticut Avenue N.W., Washington, D.C. 20036 (\$4.00).

Document Not Available from EDRS.

Descriptors—Courses, *Curriculum Development, *Curriculum Guides, Educational Programs, Junior Colleges, *Library Education, *Library Technicians, Subprofessionals, *Vocational Education

The objective of this project, funded under Title I of the Library Services and Construction Act, was to provide a standard training sequence for library technical assistants in Texas through the development of syllabi for library technical assistant courses offered in junior colleges or in the first two years of four year institutions in the state. As a prototype for a statewide plan to train supportive library staff, this project to develop course syllabi was carried out by a team of library and media specialists. Development of the syllabi, which are geared to public library service, was based on study of the work of American Library Association committees, efforts of other states and junior colleges, the U.S. Civil Service Library Technician Series (GS 1411), and significant published literature on the subject as well as a preliminary checklist of typical middle level library duties compiled by the project team. Part I of this report is a guide, giving background information on the project and the subject in general and including the course descriptions, while Part II consists of the syllabi for the five technical assistant courses. These courses cover: library use, an overview of the library technical assistant in the library field, technical services, public services, and library media assistance. Appended are bibliographies on library technical assistants (29 items) and syllabus sources and representative readings (41 items). (JB)

ED 026 108

LI 001 322

Natural Library Service Zones, A Report to the North Suburban Library System.

Institute of Urban Life, Chicago, Ill.

Spons Agency—North Suburban Library System, Morton Grove, Ill.

Pub Date Feb 69

Note—54p.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—Distance, Facility Expansion, Facility Utilization Research, Geographic Location, *Library Networks, *Library Planning, Library Services, Library Surveys, Maps, *Public Libraries, Regional Planning, *Use Studies, *Zoning

The North Suburban Library System decided that the areas within its boundaries which are outside the taxed district/area supporting an existing library should be served by extending the service areas of the existing municipal, township, and district libraries, either through contract or by employing the provisions of present library district law. In order to guide the expansion so that it results in maximum accommodation to potential library users, the System engaged a professional research organization to design the allocation of unserved areas to existing library facilities in a way that reflects the natural orientation and convenience of the population. The configurations resulting from such an allocation are termed "natural library service zones" - zones within which it may be presumed that residents are oriented toward the library within the zone rather than toward any other library. Part I of this report describes the working concepts and methodology used in deriving the natural service zones. Part II, in the form of an annotated map, depicts the boundaries of the zones. Appendixes include: (1) details of a survey of 300 library users, conducted to verify the applicability of conventional retail location theory, (2) information on the delineation of retail trade areas, and (3) data from a survey of interstitial areas. (Author/JB)

ED 026 109

PS 000 729

Stott, Leland H. Ball, Rachel S.

Infant and Preschool Mental Tests: Review and Evaluation.

Society for Research in Child Development, Lafayette, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date 65

Note—159p.

Available from—The University of Chicago Press, 5750 Ellis Avenue, Chicago, Ill. 60637 (\$3.00). Journal Cit—Monographs of the Society for Research in Child Development; v30 n3 1965

Document Not Available from EDRS.

Descriptors—Cognitive Development, Factor Analysis, *Infants, Intellectual Development, Intelligence, Intelligence Factors, *Intelligence Tests, Measurement Instruments, *Mental Tests, *Preschool Children, *Research Reviews (Publications), Statistical Surveys, Test Interpretation, Test Reliability, Test Validity, Use Studies

Identifiers—California First Year Mental Scale, Cattell Infant Scale, Gesell Developmental Schedules, Merrill Palmer Scale, Stanford Binet Scale

A comprehensive evaluation of the present state of infant and preschool mental testing in the United States is the concern of this monograph by the Society for Research in Child Development. Literature, technical and professional, covering the concept of intelligence and its measurement, was reviewed, organized, and summarized (chapters II and III). A questionnaire survey (chapter IV) was made of practices in current testing of infants' and preschoolers' intelligence. Analyses were made of five of the most widely used test scales in terms of actual performances on each test item (chapter V). Conclusions indicate the need for more adequate means of appraising the mentality of young children. The analyses of scale content demonstrated a lack of consistency in the scales now used. More consistent and adequate test scales were recommended. (DO)

ED 026 110

PS 000 967

Painter, Genevieve

The Effect of a Structured Tutorial Program on the Cognitive and Language Development of Culturally Disadvantaged Infants.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1181

Pub Date [67]

Contract—OEC-6-10-235

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Cognitive Development, Concept Formation, Control Groups, *Culturally Disadvantaged, *Experimental Programs, *Infants, Intellectual Experience, Intervention, Language Development, Language Enrichment, *Preschool Children, Training Techniques, *Tutorial Programs

Identifiers—ITPA, Merrill Palmer Scale of Mental Tests, Minnesota Preschool Scale, Stanford Binet

Based on the belief that structured preschool activities aid in the development of disadvantaged children, this study attempted (1) to evolve a tutorial program to accelerate spontaneous development in disadvantaged children and prevent cognitive and language deficits, and (2) to assess growth of the infant's cognitive and language development after 1 year of individual tutoring. Ten children (male and female, Negro and Caucasian, 8 to 24 months old) received intellectual stimulation for 1 hour a day, 5 days a week, for 1 year. A matched control group received no stimulation. Pretests and posttests were administered. The training program emphasized language development, symbolic representation, and concept formation. The results showed that sample values of the experimental group were superior to those of the control group in 25 of 26 variables tested, eight being significant at the .05 level. IQ scores of the experimental group were greater than those of the control group, and the difference was significant at the .05 level. Sample values of the experimental group exceeded those of the control group on 14 of 15 language subtests, two being significant at the .05 level. On

tests administered to assess conceptual development, the experimental group was consistently superior to the control group. Followup studies should be done to determine long term effectiveness of the program. References and tabulated data are included. (JS)

ED 026 111 PS 001 041

Kindergarten Research Study: Level of Skills Development Related to Growth in Skills and to Readiness for the First Primary Year.

University City School District, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-1328

Pub Date Dec 67

Contract—OEC-3-7-061328-0322

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Diagnostic Tests, *Experimental Programs, Individual Development, *Individualized Programs, *Kindergarten Children, Physical Development, Readiness (Mental), *Skill Development

Identifiers—ITPA, Metropolitan Readiness Tests

Two hypotheses were examined in this research project: (1) children with high level perceptual skills in the initial assessment will retain their advantage but will grow less in skills than children with low level skills development at the outset; and (2) after a period of skills development, children with high level skills development will show greater readiness for the first grade than children with lower levels of skills development. Subjects were 132 kindergarten children, divided into six classes by ability, who were assessed individually prior to and after 6 months of the program. To measure growth, the Illinois Test of Psycholinguistic Abilities and the Metropolitan Readiness Tests were employed. The first part of the first hypothesis was supported, but the second part was not. The second hypothesis was supported. In general, the skills development program markedly contributed both to higher scores in skills development after 6 or 8 months and to greater than normal growth of the children. (DO)

ED 026 112 PS 001 059

Painter, Genevieve

A Rationale for a Structured Educational Program and Suggested Activities for Culturally Disadvantaged Infants.

Pub Date Apr 68

Note—15p.; Paper presented at International Convention of the Council for Exceptional Children (46th, New York City, N.Y., April 14-20, 1968).

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Cognitive Development, Concept Formation, Concept Teaching, *Culturally Disadvantaged, Early Childhood Education, Educational Disadvantage, Educational Improvement, Educational Objectives, *Infants, *Language Development, Preschool Education, *Preschool Programs

Identifiers—Piaget

Since educational deficiencies do exist in disadvantaged children, the emphasis should be on prevention so that compensation need not play the major role it does today. Preschool programs are being effected in primary schools, nursery schools, community centers, and even private homes. The controversy is no longer whether or not such programs can help preclude developmental deficits. It is whether the programs should be child-centered or have a uniform, structured curriculum. This paper is intended to present a rationale for the structure of infant education to be used by teachers, paraprofessionals, and parents. Emphasis should be on language and conceptual development, because disadvantaged children appear particularly deficient in these areas. The child should be 10 to 12 months old when the program is initiated. Suggestions for the training of the infant in language and conceptual tasks and activities are presented after a brief discussion of the rationale for the use of such activities. (WD)

ED 026 113 PS 001 151

Williams, Frank E.

Helping the Child Develop His Creative Potential.

Macalester College, St. Paul, Minn.

Pub Date Feb 68

Note—21p.; Paper presented at Wilder Child Guidance Clinic Symposium, Hilton Hotel, St. Paul, Minn., February 5-6, 1968.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Attitudes, *Creativity, *Creativity Research, *Environmental Influences, *Individual Characteristics, Parent Child Relationship, *Parent Influence, Personality Development, Psychological Characteristics, Self Concept

In order to help the child develop his creative potential, it is necessary to understand (1) what personality characteristics distinguish the potentially creative child from the average child and (2) what environmental conditions, if any, facilitate the development of creative behavior. Research on the contribution of attitude, temperament, and environmental climate in nurturing the creative potential of the young child is small. Some trends, however, do appear in the existing studies, especially adult studies in which not only the personality of the creative individual is explored, but his childhood is reexamined. Although the relationships between childhood experience, personal attitudes, and creativity often appear inconsistent and even contradictory across individuals, it has been shown that creative people often (1) have great confidence in themselves, (2) are introverted and withdrawn, (3) are very intellectually curious, (4) are nonconforming and independent, (5) had a pleasant but not necessarily close relationship with their parents, (6) did receive support, respect, and relative autonomy from their parents, and (7) were allowed early to exercise their own judgment within limits of consistent discipline. (WD)

ED 026 114 PS 001 157

Rusk, Bruce A.

An Evaluation of a Six-Week Headstart Program Using an Academically Oriented Curriculum.

Canton, 1967.

Canton Public Schools, Ohio; Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—Carnegie Foundation for the Advancement of Teaching, New York, N.Y.; Office of Economic Opportunity, Washington, D.C.

Pub Date Apr 68

Note—49p.

Available from—Dr. George P. Young, Superintendent of Schools, 618 High Ave., N.W., Canton, Ohio 44703 (\$1.00).

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—Academic Education, *Cognitive Development, Culturally Disadvantaged, *Evaluation, *Experimental Programs, Inservice Teacher Education, *Language Programs, Preschool Children, *Preschool Programs, Teacher Aides, Testing Problems

Identifiers—Bereiter-Engelmann, Caldwell Preschool Inventory, Engelmann Concept Inventory, *Head Start

A study was conducted to see if children in a 6-week Head Start program in Canton, Ohio would make greater cognitive gains in an academically structured curriculum than in a less structured one. With the exception of the educational program, all other aspects of the traditional Head Start program remained the same for all children. Inservice training programs for teachers and aides were conducted and parent-teacher meetings were encouraged. Fifteen children in each of eight Bereiter-Engelmann program centers and 15 in each of eight control centers were pretested and posttested on the Caldwell Preschool Inventory and the Engelmann Concept Inventory. Results of statistical analysis of the data by matched pairs showed that, over a short term, children in the structured curriculum made greater gains than those in the unstructured program. A followup study was not attempted so that it was not learned whether gains would be sustained after a year or more in school. Other study findings suggest that elementary school teachers, rather than those trained for kindergarten, most easily adapt to structured preschool programs and that neighborhood women may profitably be recruited and trained to be teacher aides. Further investigation into the nature of the optimal type of Head Start curriculum is urged. (MS)

ED 026 115 PS 001 162

Head Start Programs Operated by Public School Systems, 1966-67.

National Education Association, Washington, D.C. Research Div.

Report No.—NEA-1968-R3

Pub Date 68

Note—43p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.00).

Document Not Available from EDRS.

Descriptors—Admission Criteria, *Compensatory Education Programs, Educational Finance, Educational Programs, Enrollment, Facilities, *National Surveys, Organization, Parent Participation, *Public School Systems, *School Surveys, Services

Identifiers—Follow Through, *Head Start

The National Education Association sponsored this study of public school systems' Head Start programs. Data analyses based on questionnaires revealed that in 1966-67 (including Summer, 1966) one-third of full-year Head Start programs and two-thirds of Head Start summer programs were operated by public school systems. A section on organization deals with daily organization, length of sessions, follow through, period of operation, and special services. Two sections are entitled "Pupils, Teachers, and Parental Participation," and "Finances and Facilities," and all sections are documented by tables of statistics. (DO)

ED 026 116 24 PS 001 320

Hedges, William D. Kane, Elmer R.

Development and Implementation of a Comprehensive Evaluation and Reporting System for Kindergarten and Primary Grade Schools. Final Report.

Clayton Public School System, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-8562

Pub Date Jun 68

Grant—OEG-3-7-068562-2928

Note—79p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Ability Identification, Achievement, Aptitude, Child Development, Evaluation, Grading, Growth Patterns, *Kindergarten, Measurement, Measurement Goals, *Primary Grades, *Student Evaluation, *Student Records, *Systems Development

Identifiers—Clayton Missouri, Clayton School District

The project discussed in this report attempts to establish, within a real school setting, a comprehensive and viable way of determining and reporting the growth and development of kindergarten and primary grade children in the public school. The project was developed by a steering committee of faculty members from the Clayton School District of Clayton, Missouri. One of the Clayton schools was chosen to implement the bits and pieces of the program as it was developed. Full-scale implementation of the system is to occur in that pilot school in the 1968-69 academic year. The comprehensive evaluation and reporting system consists of two major parts: (1) a comprehensive student folder to follow the student from kindergarten through grade six and (2) reports to parents, including (a) two written reports per year and (b) two parent conferences per year. The specific types of information to be kept in the student folder are indicated in Appendixes A through I of this report. Also sketched in this report are eight recommendations and 22 ideas considered in developing the evaluation and reporting system and nine areas of information about each child to be investigated and reported in the folder. (WD)

ED 026 117 PS 001 410

Gara, Josef E. Scheinfeld, Amram

Sex Differences in Mental and Behavioral Traits.

Columbia Univ., New York, N.Y. Inst. of Psychological Research.

Spons Agency—Sylvia and Aaron Scheinfeld Foundation, Chicago, Ill.

Pub Date 68

Note—132p.

Journal Cit—Genetic Psychology Monographs; v77 p169-299 1968

Document Not Available from EDRS.

Descriptors—Ability, *Biological Influences, *Environmental Influences, Genetics, Intellectual Development, Interests, Measurement Goals, Occupational Choice, Physical Development, Research Needs, *Research Reviews (Publications), *Sex Differences, Social Environment

This review of research conducted on sex differences attempts to answer the following questions: (1) Do the sexes differ in their basic

capacities for specific types of mental performance and occupational achievement? (2) If such differences exist, to what extent are they genetically determined? (3) Are sex differences in abilities, interests, and psychological traits determined by genetics, environment, or a combination of both factors? (4) Do they appear in early life, develop, and interact with other factors, and can they be measured and detected at successive ages? (5) What significance do the sex differences possess with regard to the school curricula, the educational programs, and the possibilities for the increased utilization of women in business, industry, the professions, and public life? The review of literature centers around the following topics: insufficient consideration of sex differences in research, early studies of sex differences, biological sex differences, manifestations of sex differences in the first year of life, sensory discrimination, and sex differences in abilities, interests, and intellectual performance. Conclusions are discussed in terms of scholastic and occupational achievement, practices which disadvantage one sex or the other, and sex-related variables which require a better understanding on the basis of appropriate research. An extensive bibliography is included. (JS)

ED 026 118 PS 001 411

Preschool Parent Education Program: A Curriculum Guide for Use by Teachers Conducting Parent Education Programs as a Part of Over-All Compensatory Preschool Projects. Experimental Edition.

Pennsylvania State Dept. of Public Instruction, Harrisburg.

Pub Date Sep 66

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Administrative Problems, Cognitive Development, *Compensatory Education Programs, Culturally Disadvantaged, *Curriculum Guides, Diagnostic Teaching, Evaluation Techniques, Language Development, Language Handicaps, *Parent Education, *Parent Participation, Parents, Perceptual Development, *Preschool Children, Preschool Programs, Program Descriptions, Readiness

Identifiers—Illinois Test of Psycholinguistic Abilities

The purpose of this document is twofold: (1) to describe an experimental parent education program and (2) to describe how such a program will be evaluated. Parents can positively influence preschool children's perceptual, language, and cognitive development with direction. In this project teachers are released in the afternoon to teach parents how to remedy some of the serious deficiencies in their children. Teachers assume diagnostic roles. Specific curricula insure the program's success. Students' common disabilities are treated in groups using common curricula. Demonstration sessions are conducted with parents observing and utilizing techniques at home. The impact of this program on academic readiness of children will be assessed. An experimental substudy will be evaluated and changes in the intellectual home environment will be assessed. A table of sample diagnostic grouping and a typical schedule of daily activities are given. The role of the social worker in maintaining parent attendance and establishing home visits is outlined. Another table shows how the demonstrations may be followed through at home. (DO)

ED 026 119 PS 001 417

Eckhoff, Eva. And Others.

Parental Behavior Toward Boys and Girls of Preschool Age.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 61

Note—17p.

Journal Cit—Acta Psychologica, European Journal of Psychology, v18 n2 p85-99 1961

Document Not Available from EDRS.

Descriptors—Child Development, *Child Rearing, Child Role, *Early Childhood, Early Experience, Family Life, Norwegian, *Parent Attitudes, *Parent Child Relationship, Parent Influence, Parent Role, Preschool Children, Role Perception, *Sex Differences

Research on the acquisition of sex roles in the United States has indicated a tendency for parents to treat girls less harshly than boys and for fathers to treat girls with more special warmth than they do boys. Eighteen children and their

parents were interviewed and observed in Oslo, Norway, as part of a longitudinal study of parental influence on child development. Parents were selected before the child was born, and data were gathered until the child was 6 years of age. The data from this study were looked at in terms of providing information on differential treatment of boys and girls by parents. It was found that mothers treated sons with more warmth and permissiveness than they did daughters. This finding was confounded by whether the child was the first or second child and the factor that the more maladjusted families happened to have the girls. This latter factor, especially, may explain the finding of better treatment of boys than girls by the mothers. A second sample of families from a different study in Norway tended to duplicate the Oslo findings. It is unclear, but doubtful, that the conflicting results in the United States and Norway are indicative of real national differences in attitudes toward and the child rearing of boys and girls. (WD)

ED 026 120 PS 001 421

Taylor, Stanford E.

Listening. What Research Says to the Teacher, No. 29.

American Educational Research Association, Washington, D.C.; National Education Association, Washington, D.C. Dept. of Classroom Teachers.

Pub Date Apr 64

Note—36p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Audiolingual Skills, Audition (Physiology), *Auditory Perception, *Auditory Training, Basic Skills, Communication Skills, Elementary Grades, Listening, Listening Comprehension, *Listening Skills, *Skill Development, *Teaching Guides, Teaching Techniques. In this pamphlet, the role of listening in children's learning experiences is described. Discussed are factors which influence hearing (sound reception and modification), listening (the process of becoming aware of sound sequences), and aiding (the translation of speech sounds into meaning). A practical teaching program is suggested to improve children's listening ability through development of specific skills, such as paying attention, following directions, and listening to language sounds. It is suggested that improved listening will promote improvement in the other communication skills. (MS)

ED 026 121 PS 001 422

Wallace, J. G.

Concept Growth and the Education of the Child: A Survey of Research on Conceptualization. National Foundation for Educational Research in England and Wales Occasional Publication Series No. 12.

National Foundation for Educational Research in England and Wales, London.

Pub Date 65

Note—273p.

Available from—New York University Press, Washington Square, New York, New York 10003 (\$6.00).

Document Not Available from EDRS.

Descriptors—*Behavioral Science Research, *Child Development, *Cognitive Development, *Concept Formation, Conceptual Schemes, Conservation (Concept), Handicapped Children, Logical Thinking, Mathematical Concepts, Mentally Handicapped, Number Concepts, Perception, Perceptual Development, Physically Handicapped, *Research Reviews (Publications), Scientific Concepts, Self Concept, Space, Time

Identifiers—Conceptualization, *Piaget

Two sections in this survey of research on conceptualization are devoted to "Recent Conceptual Studies in the Behaviourist Model" and "Main Stream of Ontogenetic Studies of Conceptualization." Under Section I, topics investigated are behaviourist approaches to the conceptual process, conceptual problems, and developmental studies. In Section II, subjects include introduction to Piaget's work, mathematical and scientific concepts (number, quantity, weight, area, volume, space, time, velocity, causality, and logical thinking), conceptualization in the mentally and physically handicapped, educational aspects,

and social, self, and class concepts. A concluding chapter deals with general aspects of conceptualization. A lengthy bibliography is also included. (DO)

ED 026 122 PS 001 424

Lewis, Michael. And Others.

Error, Response Time and IQ: Sex Differences in Cognitive Style of Preschool Children.

Fels Research Inst., Yellow Springs, Ohio.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 68

Note—6p.

Journal Cit—Perceptual and Motor Skills, v26 p563-68 1968

Document Not Available from EDRS.

Descriptors—Cognitive Ability, *Cognitive Processes, *Intelligence Quotient, Pictorial Stimuli, *Preschool Children, Preschool Learning, Response Mode, *Sex Differences, *Task Performance, Timed Tests, Time Factors (Learning)

Identifiers—*Cognitive Styles, Impulsivity, Reflectivity

In a study on cognitive style, reflectivity-impulsivity in response to task uncertainty was investigated. At 44 months of age, 23 boys and 25 girls were tested on a matching-figures test. Correlations were made between number of errors, response time, intelligence, and sex. Results indicated that there were significant sex differences in preschool children's cognitive style. Boys' errors were significantly correlated with response time but not with IQ. Girls' errors and response time were significantly correlated with intelligence, but their errors and response time were not significantly correlated with each other. Similar sex differences have been found in studies using older children. Findings indicate that data by sex should not be pooled and that a more careful exploration of sex differences in cognitive style should be made. (MS)

ED 026 123 PS 001 425

Glennon, Vincent J. Callahan, Leroy G.

Elementary School Mathematics: A Guide to Current Research. Third Edition.

Spons Agency—Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 68

Note—137p.

Available from—Association for Supervision and Curriculum Development, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$2.75).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Child Development, Cultural Disadvantage, *Curriculum Research, Educationally Mentally Handicapped, Educational Objectives, *Elementary School Mathematics, Grouping (Instructional Purposes), Mathematics Curriculum, Mathematics Education, Programmed Instruction, Readiness, *Research Reviews (Publications), Sex Differences, Student Attitudes, Teacher Qualifications, *Teaching Methods

Identifiers—Cuisenaire Materials, Piaget

Studies concerning the curriculum, the child, the learning environment, and teaching methods are covered in the four parts of this guide to current research in the elementary school mathematics. Subjects of the first part include the sources of the curriculum, the relationship of Piaget's work in child development to achievement in mathematics, Cuisenaire materials, innovative programs, kindergarten programs, and comparison of U.S. and foreign programs. Readiness, conceptualization, and achievement of normal, gifted, mentally retarded, and culturally deprived children are discussed in Part II. Their attitude, anxiety, emotional disturbance, personality, and self-concept in relation to mathematical learning are also considered in Part II. Part III explores class size, groups, time allotment, textbooks, teacher training, and inservice education. Approaches to instruction, motivation, diagnosis, mental growth, programed instruction, and methods of teaching segments of mathematics are the subjects considered in Part IV. (DO)

ED 026 124 PS 001 426

Bouchard, Ruth A. Mackler, Bernard.

A Prekindergarten Program for Four-Year-Olds, with a Review of the Literature on Preschool Education. An Occasional Paper.

Center for Urban Education, New York, N.Y.
Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date Nov 67

Note—54p.

Available from—Center for Urban Education, 33
West 42 Street, New York, N.Y. 10038
(\$0.25).

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—Culturally Disadvantaged, Curriculum Planning, Intelligence Quotient, *Literature Reviews, *Nursery Schools, Parent School Relationship, Preschool Children, *Preschool Programs, *Program Effectiveness, *Program Evaluation, Social Development, Student Characteristics, Testing Programs

Identifiers—Head Start

In a prekindergarten program in the economically disadvantaged area of Harlem, the teacher, curriculum, daily activities, behavior, school, and parents of the 15 enrolled children were studied. Evaluations emphasized the outcomes of learning rather than the social, emotional, and intellectual processes of learning. The following conclusions were reached: (1) nursery school attendance seems to make its greatest contribution in the development of social skills, (2) nursery school seems to help children become more independent and achieve greater emotional maturity, (3) whether or not it accelerates intellectual growth is unclear, and (4) there is some question as to whether development of disadvantaged children is enhanced by nursery school. A review of literature on nursery school, preschool, and Project Head Start is included with data covering the subjects of social, emotional, and cognitive development of children. (DO)

ED 026 125

PS 001 432

Dunn, Lloyd M. And Others

The Effectiveness of the Peabody Language Development Kits and the Initial Teaching Alphabet with Disadvantaged Children in the Primary Grades: After Two Years.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Child Health and Human Development, Bethesda, Md.

Report No.—IMR-ID-6

Pub Date Aug 67

Note—140p.

EDRS Price MF-\$0.75 HC-\$7.10

Descriptors—Academic Achievement, Control Groups, *Culturally Disadvantaged, *Elementary School Students, Intervention, Language Enrichment, *Language Programs, Longitudinal Studies, *Program Effectiveness, *Program Evaluation, Reading Achievement, Reading Development, Reading Programs, Verbal Development

Identifiers—Peabody Language Development Kit

This Cooperative Language Development Project had two objectives: (1) to provide a modified language program for culturally disadvantaged first graders and (2) to evaluate the effectiveness of the program in terms of academic, intellectual, and linguistic growth. In a 2-year intervention program experimental versions of the Peabody Language Development Kit (PLDK) and the Early-to-Read Initial Teaching Alphabet (ITA) were used for an experimental group. There were 630 subjects the first year and 343 the second year. A conventional basal reading program with no language stimulation was used for a control group with 102 subjects the first year and 41 the second year. The combination of ITA and 2 years of PLDK produced the most effective results. Reading achievement after 2 years was equal for both groups. The effects of PLDK on intellectual functioning are questionable. These findings must be viewed cautiously since (1) increments favoring the ITA and PLDK may not last through the third grade, and (2) present research does not suggest the same superiority of ITA as demonstrated in this project. However, ITA and PLDK hold promise for inner-city slum children with reduced verbal ability, restricted and nonstandard English, and inability to articulate speech sounds clearly. (DO)

ED 026 126

PS 001 438

Gross, Morris

Learning Readiness in Two Jewish Groups: A Study in "Cultural Deprivation." An Occasional Paper.

Center for Urban Education, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 67

Note—45p.

Available from—Center for Urban Education, 33
West 42 Street, New York, N.Y. 10036
(\$0.25).

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—*Comparative Analysis, Cultural Background, *Cultural Differences, Cultural Factors, Economic Status, Educational Attitudes, Family Influence, Grade 1, Income, *Jews, Low Level Aspiration, Matched Groups, Motivation, *Preschool Children, *Readiness

Identifiers—Ashkenazic Jews, Sephardic Jews

In a study of school readiness, 90 American born, middle class Jewish children were tested before entering the first grade and divided into two groups. The groups were well-matched with one difference: children were either Ashkenazic (of European descent) or Sephardic (of Syrian descent). Families of both of these groups, however, had been in the United States for at least 25 years. Cognitive measures such as the Stanford-Binet, Columbia Mental Maturity Scale, Peabody Picture Vocabulary Test, and the Bender Visual Motor Gestalt Test were given to the children; parent attitude scales were given to the mothers. Additional data were collected on the educational and financial aspirations of the mothers for their children. Analysis of the data showed significant school readiness differences. The Ashkenazic children, whose cultural background possibly supported academic achievement, were more prepared than the Sephardic children, whose training seemed to stress financial success. Study findings suggest that implicit cultural factors, aspirations, and mores affect children's school readiness, even when poverty and other disadvantages are absent. (MS)

ED 026 127

24

PS 001 478

Miller, James O.

Diffusion of Intervention Effects in Disadvantaged Families.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-7-0706

Pub Date 68

Contract—OEC-3-7-070706-3118

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Cognitive Development, Culturally Disadvantaged, *Diffusion, *Experimental Programs, Family Influence, *Family Programs, *Intervention, Mothers, Motivation, Parent Participation, Personality, Physical Health, Preschool Children, *Preschool Programs, Siblings

This paper assumes that environmental inadequacy is the primary factor leading to progressive intellectual retardation and inability to cope in a complex society. An intervention project begun in 1966 was designed to develop cognitive, motivational, personal style, and physical variables, which are functional categories related to competence. Subjects included 60 disadvantaged preschoolers (the "target" children), their younger siblings (the experimental groups), and their mothers. Group I (the maximum impact group) involved the mother and the target child at the Early Training Center. The mother's sequential program consisted of skill development, observation, and participation as a teacher. Aptitudes of skills for environmental mastery and sustaining attitudes for continued growth were developed in target children. In Group II, the target child was the only member of the family enrolled in the program. Families in Group III (the home visitor group) had no contact with the center, but a home-visiting teacher described procedures. A natural environmental group was chosen to match demographic characteristics of treatment families. In 2 1/2 years, younger siblings whose mothers participated were superior in all comparisons. Analysis of psychometric data on target children was significantly greater than those where no parental contact was maintained. (DO)

ED 026 128

PS 001 498

Cunningham, Grover

A Head Start Control Group. Part of the Final Report.

Texas Univ., Austin. Child Development Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4115

Pub Date Aug 68

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Cognitive Tests, Control Groups, Culturally Disadvantaged, Experimental Groups, Intelligence Quotient, Maturation, *Post Testing, Preschool Children, Pretesting, *Standardized Tests, Testing, *Testing Problems, *Test Interpretation, Test Reliability, Test Results

Identifiers—Preschool Inventory, Stanford Binet

A study was conducted to determine if the observed changes in Head Start children were related to the practice effects inherent in a test-retest situation. The "control" group consisted of 64 children who had been eligible for a Head Start program. They roughly matched a group of Head Start (HS) children in IQ scores, age, and socioeconomic level. On two occasions, with about 83 days between testings, the Stanford-Binet and Preschool Inventory tests were administered to the control group. The same tests had been administered to the HS group in a study by Temp and Anderson in 1967. The control group did not have a statistical gain in Stanford-Binet IQ scores, whereas the HS group did have. On the Preschool Inventory both groups showed statistically significant gains in most instances. The results support the position that the gains in the Stanford-Binet IQ scores were attributable to Head Start practices and that the increases in the Preschool Inventory scores were attributable to maturation. The Preschool Inventory should be scored to allow for maturational differences. Tabulated data are included. (JS)

ED 026 129

PS 001 499

Soto-Padin, Jose L.

Dependency and Social Performance: The Development of a Scale To Measure Level of Independence in Small Children. Part of the Final Report.

Texas Univ., Austin. Child Development Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Aug 68

Note—114p.

EDRS Price MF-\$0.50 HC-\$5.80

Descriptors—Achievement, Age Differences, Anglo Americans, *Behavior Rating Scales, Communication Skills, *Ethnic Groups, Factor Analysis, Intelligence Level, Mexican Americans, Negroes, Peer Acceptance, *Preschool Children, Self Control, *Social Adjustment, Social Development, *Test Construction

Identifiers—Inventory of Dependent and Independent Behavior, *Project Headstart

Information on social behavior independence, and intelligence was gathered on 74 Head Start subjects (Anglo, Negro, and Mexican-American) aged 5 to 7 years, for the development of a scale to measure the level of independence in small children. The following hypotheses were tested: (1) Level of independence will differentiate ethnic groups. Ranking order will be Negro, Anglo, Mexican. (2) Level of independence will correlate positively with the following measures of social behavior: (a) teacher's estimated rank of child's social competence; (b) teacher's estimated rank of child's popularity; (c) interpersonal and communicative score; (d) status among peers; and (e) school adjustment. (3) Status among peers will be lower for high dependent girls than for high dependent boys. (4) Intelligence will correlate positively with level of independence. (5) Achievement will correlate positively with level of independence. (6) Age will correlate positively with level of independence. The results supported only the second and sixth hypotheses with low correlations. Results were not conclusive for the fifth hypothesis. Extremes in dependence and independence for each sex and age level must be established before studies relating level of independence with other variables can be fruitful. References and tabulated data are included. (JS)

ED 026 130

PS 001 503

Stolz, Walter Bills, Garland

An Investigation of the Standard-Nonstandard Dimension of Central Texan English. Part of the Final Report.

Texas Univ., Austin. Child Development Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4115

Pub Date Aug 68

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—Adult Characteristics, *American English, Correlation, Distinctive Features, Educational Background, Educational Status Comparison, *Language Research, *Regional Dialects, Social Dialects, Socioeconomic Status, *Sociolinguistics, Speech Habits

Identifiers—Scalogram Analysis

The speech of 23 people in a rural Texas community was studied. The population of the area was over 90 percent white Anglo-Protestant. The subjects varied from illiterate to college educated and ranged in age from 17 to 60 years. Seventeen dialect features were chosen as illustrative of the variations in the use of linguistic forms for people of this geographical area. It was assumed prior to the study that there existed a continuum on which both the speaker and the dialect features could be located. Twelve of the 17 dialect features were analyzed. A correlation was found between dialect score (DS) and amount of education of the subject; the higher the education, the closer the speaker was to the standard English end of the continuum. A similar result was found between DS and socioeconomic level. In another part of the study, one of the dialect features was intensively analyzed for the speech of 12 subjects. A correlation was found between socioeconomic class and the use of "have" or "have got," with the lower classes using "have got." (WD)

ED 026 131

PS 001 506

Blank, Marion

A Methodology for Fostering Abstract Thinking in Deprived Children.

Albert Einstein College of Medicine, Bronx, N.Y. Dept. of Psychiatry.

Pub Date Mar 68

Note—21p.; Paper presented at the conference on the "Problems in the Teaching of Young Children," Toronto, Ontario, Canada, March, 1968.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Abstract Reasoning, Cognitive Development, *Culturally Disadvantaged, Deductive Methods, Inductive Methods, Language Development, Language Skills, Perceptual Development, *Preschool Children, Problem Solving, Program Descriptions, Questioning Techniques, *Teaching Techniques, *Tutorial Programs

Research has indicated that one significant deficiency in the intellectual capabilities of disadvantaged children is a disability in abstract thinking. Although all very young children lack this ability, the environment of the middle class child provides an opportunity so that as this child matures, the ability to think in abstract terms naturally develops. The environment of the disadvantaged child does not provide adequate opportunities for the development of this ability. In response to this need of disadvantaged children, a tutorial program was created with the goal of fostering abstract thinking. The program occupies only some 15 to 20 minutes of a nursery school day; but, as it is tutorial, it is effective because of the one-to-one teacher-pupil ratio. The teaching techniques to be used in this program include (1) techniques for the development of cognitively directed perception, (2) techniques to facilitate the child's use and understanding of language, and (3) techniques to focus the child on developing problem solving skills. The several specific techniques within each of the above three broad topical areas are also delineated in the text of the paper. (WD)

ED 026 132

PS 001 508

Buktenica, Norman A.

Perceptual Mode Dominance: An Approach to Assessment of First Grade Reading and Spelling.

Chicago Univ., Ill.

Pub Date [67]

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Auditory Discrimination, *Auditory Perception, Grade 1, Lower Class, Middle

Class, *Predictive Ability (Testing), *Reading Achievement, *Relationship, Socioeconomic Status, Spelling, *Visual Perception

Identifiers—Non Verbal Auditory Discrimination Test, Visual Motor Integration Test

This study investigates the relationship between auditory and visual acuity and the learning of first grade reading and spelling. It was the aim of this study (1) to clarify the relationship between auditory and visual perception; (2) to investigate the ability of subjects to read and spell when, and if, differences exist in the perceptual modalities; and (3) to see if there exists a relationship between perceptual ability and socioeconomic status. The subjects, 342 first grade children from three types of socioeconomic groups, were administered an intelligence test, then auditory and visual tests, and, at the end of the school year, reading and spelling tests. The results showed that (1) there was no substantial relationship between visual and auditory perceptual modalities; (2) the composite use of both modalities as predictors of achievement was more effective than the use of each alone; (3) nonverbal auditory and visual perceptual variables were better predictors than perceptual variables with verbal components; (4) auditory discrimination was more important in middle class children and visual perception was more important in lower class subjects for prediction of first grade achievement; and (5) middle class children were more able on perceptual variables having verbal components than lower class children. (WD)

ED 026 133

PS 001 510

Koslin, Sandra Cohen And Others

A Distance Measure of Racial Attitudes in Primary Grade Children: An Exploratory Study.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Child Health and Human Development, Bethesda, Md.

Pub Date Sep 68

Note—10p.; Study based on a paper presented at the meetings of the American Psychological Association, San Francisco, California, September, 1968.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Caucasians, Distance, *Integration Effects, *Measurement Techniques, Negroes, *Primary Grades, *Racial Integration, *Racial Segregation, Social Adjustment, Social Attitudes, Visual Measures

The purpose of this study was to design an instrument to measure interpersonal racial attitudes among primary children in segregated and non-segregated school settings. Subjects were 129 first and second graders enrolled in a lower-middle class all white school, an all Negro slum school, and an integrated lower-middle class school. All received test booklets with decals of a target figure (Negro teacher, white teacher, peer, or school) on each page, and a package of stickers on which self-figures were printed. They were directed to paste the self-figures in whatever position and at whatever distance from the target figure they chose. White subjects placed the self figures farther away from Negro targets than from white targets. Negro subjects placed themselves equally close to white and Negro targets. Integrated Negroes placed themselves significantly closer to white-children targets than did segregated Negro subjects. Figure placement indicated integration accelerated a tendency for white subjects to move closer to Negro children targets as grade increased. Regardless of race, integrated subjects placed themselves closer to school than did segregated subjects. Because this study was preliminary and small, many interpretations exist and cannot be resolved for some findings. Further research is needed to compare the validity of alternative interpretations. (DO)

ED 026 134

PS 001 513

Vroegh, Karen Handrich, Millicent

Sex Role Typing in the Preschool Years: An Overview.

Institute for Juvenile Research, Chicago, Ill.

Spons Agency—Illinois State Dept. of Mental Health.

Report No.—IJR-RR-Vol-3-No-13

Pub Date 66

Note—36p.

Available from—Institute for Juvenile Research, 907 South Wolcott Avenue, Chicago, Illinois 60612.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Identification (Psychological), Individual Differences, Middle Class, *Preschool Children, *Research Reviews (Publications), *Role Perception, Role Theory, *Sex (Characteristics), *Sex Differences, Test Validity

Identifiers—IT Scale For Children

Sex role typing in the preschool child is the subject of this research report. Specific topics considered are sex differences, awareness of sex differences, sex role preferences, parent preferences, sex role identification, and family variables related to sex role typing. This summary of research studies in the field reports experimental and observational findings about behavior and characteristics typical of white middle class boys and girls between the ages of three and five. However, conflicting results of the research make firm generalizations impossible. It is suggested that standard tests of sex role preference and identification are of little value and may not be valid instruments. Although children were aware of and showed sex-appropriate behavior, the factors responsible for this sex role typing have not been identified. Further research is suggested to investigate the growth of sex role identity in children. A theory of sex role development is also called for. A nine-page bibliography is included in the report. (MS)

ED 026 135

PS 001 518

Heathers, Glen

Grouping.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date Feb 67

Note—33p.; Preprint of a chapter to appear in the "Encyclopedia of Educational Research," Fourth Edition. New York: Macmillan, 1970.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Ability Grouping, Age Grade Placement, Class Organization, *Elementary Schools, *Grouping (Instructional Purposes), Heterogeneous Grouping, Nongraded Classes, *Research Reviews (Publications), School Organization, Team Teaching

The idea of "grouping" in schools ranges from group teaching to grouping of pupils, with many variations on these two themes. The self-contained classroom, found usually in the elementary grades, consists of one teacher with one grade-level class for the full day and for all subjects. The departmental approach, found at all levels, employs teachers to teach a particular subject or two only, and the pupils, during a school day, move from class to class. Team teaching occurs when two or more teachers share in teaching one particular group of students, usually in just one curricular area. Nongraded instruction enables students to advance in the curriculum according to their individual capacities. Perhaps most research in the grouping area has involved ability grouping, in which students of a given grade are divided up according to degree of ability or achievement. Other within-grade organization has been attempted; for example, planned heterogeneous grouping and teachability grouping. The research in many of these areas is inconclusive and incomplete and fails to determine the contribution of the organizational plan being examined. (WD)

ED 026 136

PS 001 524

Bereiter, Carl

Arithmetic and Mathematics. Dimensions in Early Learning Series.

Pub Date 68

Note—95p.

Available from—Dimensions Publishing Co., San Rafael, California 94903 (\$2.50).

Document Not Available from EDRS.

Descriptors—*Arithmetic, *Early Childhood Education, *Elementary School Mathematics, Mathematical Concepts, Mathematical Experience, *Mathematics Instruction, Number Systems, Preschool Curriculum, Primary Grades, Teaching Methods

This book deals with teaching mathematics to children during the years of three to nine. According to the author, the book espouses "the pedagogical principle that the child ought to have some idea of what is going on." The content of the book is divided into eleven chapters: (1) An Introduction, (2) Counting, (3) Measurement and Quantitative Problems, (4) Mathematical Notation, (5) Numerical Operations, (6) Detecting Numerical Relationships, (7) Place Value and

Number Bases, (8) One-to-one Correspondence, (9) Relating Geometry to Number, (10) Notes on Teaching Methods, and (11) Parents and Primary Mathematics. (WD)

ED 026 137 PS 001 530

Hall, Vernon And Others

Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967.

Syracuse Univ., N.Y. Research Inst.

Spons Agency—Office of Economic Opportunity,

Washington, D.C.

Report No.—OEO-4010

Pub Date 1 Nov 67

Note—148p.

EDRS Price MF-\$0.75 HC-\$7.50

Descriptors—Age Differences, Auditory Perception, *Behavioral Science Research, Complexity Level, Concept Formation, Fear, Grade 2, Grammar, Intelligence Quotient, Kindergarten Children, Memory, Paired Associate Learning, Parent Influence, Preschool Children, *Preschool Evaluation, Reactive Behavior, *Research Projects, Sentence Structure, *Technical Reports, Test Interpretation

Identifiers—*Project Headstart

This document describes the research activities of the Syracuse University Evaluation and Research Center for the year September 1, 1966 through August 31, 1967. This final report is organized on the basis of six research projects, which have been abstracted under the following titles and numbers: (1) Experiments in Grammatical Processing in Children (PS 001 531); (2) Acquisition and Transfer Differences Between Kindergartners and Second-graders on Aurally and Visually Presented Paired-associates Using an A-B, A-C Design (PS 001 532); (3) Concept Identification Strategies (PS 001 533); (4) Fear and Attachment in Young Children (PS 001 534); (5) Evaluating Behavioral Change During a Six-Week Pre-kindergarten Intervention Experience (PS 001 535); and (6) Variables Affecting the Performance of Young Children on a Letter Discrimination Task (PS 001 009 or ED 020 797). (WD)

ED 026 138 PS 001 531

Miron, Murray S. And Others

Experiments in Grammatical Processing in Children. Research Project Number 1 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967.

Syracuse Univ., N.Y. Research Inst.

Spons Agency—Office of Economic Opportunity,

Washington, D.C.

Report No.—OEO-4010

Pub Date 1 Nov 67

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Auditory Perception, Aural Stimuli, *Children, Grade 2, *Grammar, Kindergarten Children, Listening Comprehension, Listening Skills, Lower Middle Class, Perception, Phrase Structure, *Sentence Structure, Surface Structure, Transformation Generative Grammar

Identifiers—ITPA, Speech Perception, Wells' Immediate Constituent Analysis

In perceiving speech, a hearer may divide the utterance into predictable units. In the present investigation of these units, an alleged phenomenon (the resistance of the hearer to perceive extraneous auditory stimuli) was employed. It was argued that this resistance caused the hearer to perceive the irrelevant stimulus, if at all, primarily at the juncture of major units. Also investigated was the interaction between the verbal materials used and the perception of the extraneous stimulus (a click). The subjects were eight kindergarten and eight second grade children. The verbal materials, spoken to the children by an adult, were sentences and nonsense strings of words. Also clicking sounds were made. The children were asked to tell where in the sentence or string of words the click occurred. The results indicated that a greater magnitude of displacement of the click from its actual position occurred for the sentences than for the nonsense material. The younger children tended to preposition the click. In both age groups, there was a tendency for click location to be prepositioned in nonsense sentences and postponed in sentences. Also, as has been observed with adults, the preception of the click tended to migrate towards major unit boundaries in the sentence material. These bound-

daries were determined by Rulon Wells' immediate constituent analysis. (WD)

ED 026 139 PS 001 532

Hall, Vernon C.

Acquisition and Transfer Differences between Kindergartners and Second-Graders on Aurally and Visually Presented Paired-Associates Using an A-B, A-C Design Research Project Number 2 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967.

Syracuse Univ., N.Y. Research Inst.

Spons Agency—Office of Economic Opportunity,

Washington, D.C.

Report No.—OEO-4010

Pub Date 1 Nov 67

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Age Differences, *Aural Stimuli, Cognitive Development, *Comparative Analysis, Control Groups, Experimental Groups, Grade 2, Kindergarten Children, *Paired Associate Learning, Preschool Learning, *Visual Stimuli

Sixty kindergarten and sixty second grade children were administered a paired-associate (P-A) task. The subjects in each age group were randomly assigned to one of four groups: (1) experimental with aural presentation of the P-A's, (2) experimental with visual presentation of the P-A's, (3) control with aural presentation of the P-A's and (4) control with visual presentation of the P-A's. An AB-AC paradigm was used. Each of the two P-A lists of this study was composed of five word-pairs or five picture-pairs. The first list presented to the subject was repeated until one perfect anticipation trial was performed, and then the second list was presented for nine trials. The results showed that children reached criterion significantly faster in the visual presentation groups. It was also found that the younger children showed less negative transfer in the AB-AC design than the older children. (WD)

ED 026 140 PS 001 533

Meyer, William J. Hultsch, David

Concept Identification Strategies. Research Project Number 3 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute, November 1, 1967.

Syracuse Univ., N.Y. Research Inst.

Spons Agency—Office of Economic Opportunity,

Washington, D.C.

Report No.—OEO-4010

Pub Date 1 Nov 67

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Age Differences, Cognitive Development, Cognitive Processes, *Complexity Level, *Concept Formation, Grade 2, Information Theory, *Interaction, Kindergarten Children, *Memory, Stimulus Generalization

Identifiers—Concept Identification, Memory Load

The purpose of this study was to determine the effects of age differences and differences in memory load on concept identification (CI) tasks of varying levels of complexity. Previous studies with young children found increasingly better performance on CI tasks with increasing age. This was in part due to the fact that older subjects categorize stimulus information to a greater extent than younger subjects. Perhaps a reduction of the memory load required in the task would benefit the younger children more than the older children, because it would reduce the irrelevant stimulus dimensions of the task which bother younger children. The subjects for this study were 54 kindergarten and 54 second grade children. They were administered CI tasks of three levels of complexity and three levels of memory load. The results from the subjects' performances on these tasks indicated that the younger children were more adversely affected by increased concept complexity than the older children. No significant age-memory load interaction occurred. (WD)

ED 026 141 PS 001 534

Schwarz, J. Conrad

Fear and Attachment in Young Children. Research Project Number 4 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967.

Syracuse Univ., N.Y. Research Inst.

Spons Agency—Office of Economic Opportunity,

Washington, D.C.

Report No.—OEO-4010

Pub Date 1 Nov 67

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Behavior Patterns, *Fear, Inhibition, Mothers, Parent Child Relationship, *Parent Influence, *Preschool Children, Psychological Patterns, *Reactive Behavior

The objective of this project was to test the effect of the presence of a mother, compared with the presence of an adult female stranger, upon the apprehensiveness of children confronted with novel stimuli. Subjects were 10 children, 3 1/2 to 5 1/2 years old, who were individually placed in a room containing a toy cash register, a marble-race toy, and a hidden mechanical toy gorilla. Each child was accompanied either by a mother or by an assistant experimenter. Ratings were made of facial expression, movement about the room, and visual orientation over a 5-minute period when the gorilla was animated. It was predicted that behavior would differ between the subjects in a manner suggesting less initial fear and rapid dissipation of fear by those accompanied by a mother. Results were opposite to predictions. The difference in the effects of the presence of an attached individual and an unattached individual are not as marked for children 3 1/2 to 5 1/2 years old as they are for children 9 months to 2 1/2 years old. Since this study is inconclusive, other studies with additional experimental and control groups are planned. (DO)

ED 026 142 PS 001 535

Hayweiser, Lois And Others

Evaluating Behavioral Change During a Six-Week Pre-Kindergarten Intervention Experience. Research Project Number 5 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967.

Syracuse Univ., N.Y. Research Inst.

Spons Agency—Office of Economic Opportunity,

Washington, D.C.

Report No.—OEO-4010

Pub Date 1 Nov 67

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—Analysis of Variance, Behavior Rating Scales, Cognitive Measurement, Correlation, Individual Characteristics, *Intelligence Quotient, Motivation, Preschool Children, *Preschool Evaluation, Self Control, Teacher Attitudes, *Testing Programs, *Test Interpretation

Identifiers—Adaptive Behavior Rating Scale, Draw A Line Slowly, Head Start, Perceptual Speed Test, Stanford Binet, Walk A Line Slowly, Zigler Behavior Inventory

The objective of this study was the development of evaluation techniques and the assessment of these techniques when compared with standard procedures of the national Head Start program. Assessments of cognitive behavior, social behavior, and teachers' perceptions—as opposed to aides' perceptions—of children were made. The subjects were 33 children of broad socioeconomic levels. The following conclusions were drawn from the comparative and intercorrelational analyses: (1) a meaningful proportion of the variance in Stanford-Binet performance is related to performance on the "impulsivity measures" and suggests that impulsivity has deleterious effects on children despite the degree of their cognitive ability; (2) findings with Draw-a-Line and Walk-a-Line indicate no relationship between "fast" condition and the Stanford-Binet score; (3) increases in percent work responses are not especially related to increases in Stanford-Binet scores; and (4) teachers' perceptions of children's social adaptiveness is positively correlated with intelligence. Further analyses will be reported later. Future research should concentrate on identifying dimensions of variability and then concentrate on variations in programming for individual children. (DO)

ED 026 143 PS 001 536

Ireland, Vera M. Cox, Frances M.

Evaluation of the Preschool Program, 1966-67,

Funded under ESEA Title I, P.L. 89-10.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Elementary and

Secondary Education.

Pub Date Feb 68

Note—28p.

Journal Cit—Research and Development Report
(Atlanta Public Schools); v1 n1 Feb 1968

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Achievement Gains, *Preschool Education, *Preschool Programs, *Program Evaluation, Team Teaching, Test Results
Identifiers—Auditory Vocal Association Inventory, Auditory Vocal Sequencing Inventory, Behavior Ranking Scale, Color Labeling Inventory, PPVT, Shape Labeling Inventory

This project was funded under Title I of the Elementary and Secondary Education Act. The project's objectives included (1) providing experiences for 4-year-old children from families in low socioeconomic areas that would prepare the children to cope adequately with the regular school program; (2) developing a "Framework and Curriculum Objectives Outline for Prekindergarten"; and (3) providing training and consultative assistance to preschool teachers. For the purposes of this project, the 4-year-olds were organized into units of 20, each unit having a lead teacher, a teacher assistant, and a teacher aid. Preschool specialists worked with these teachers. In order to measure the effectiveness of the preschool program, the performances of the prekindergarten children on various tests were compared to the performance of Title I and non-Title I kindergarten children. The results of the testing and comparison showed that the prekindergarten children improved significantly in cognitive areas and language performance, and even frequently they compared favorably in performance to the kindergarten children. (WD)

ED 026 144 PS 001 537

A Curriculum of Training for Parent Participation in Project Head Start.

Child Study Association of America, Inc., New York, N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 67

Note—132p.

EDRS Price MF-\$0.75 HC-\$6.70

Descriptors—Community Action, *Compensatory Education Programs, *Curriculum Guides, Family Influence, *Instructional Programs, Parent Education, *Parent Participation, Parent Workshops, Program Development, Program Guides, Staff Role, Teaching Methods, Teaching Techniques, *Training
Identifiers—"Project Headstart"

This document is based on the theory that the ultimate success of the Head Start program in significantly correcting the educational disabilities of culturally deprived children depends on involving and educating the parents. This method would at least improve the immediate family environment of the deprived child. This document therefore sets out a curriculum of training for those who intend to train parents to participate in Head Start. The curriculum embodies the content areas, methodology, techniques, and skills the trainer will need and use in subsequent parent involvement sessions. Nine major topical areas are discussed in this curriculum guide: (1) the impact of poverty on family life, (2) teamwork for effective parent participation, (3) supervision, (4) recruitment of parents, (5) work with groups, (6) involvement of the individual parent, (7) community assessment, (8) community action, and (9) development and implementation of training programs for parent participation. (WD)

ED 026 145 PS 001 539

Federal Interagency Day Care Requirements, Pursuant to Sec. 522 (D) of the Economic Opportunity Act.

Department of Health, Education and Welfare, Washington, D.C.; Department of Labor, Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date 23 Sep 68

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Administration, *Day Care Programs, *Day Care Services, Environmental Criteria, Facility Guidelines, *Federal Aid, Health Services, Interagency Coordination, Nutrition, Parent Participation, Program Evaluation, *Program Guides, Social Services, *Standards

This document defines federal interagency requirements which day care programs must meet if they are receiving funds under any of the following programs: Title IV (parts A and B) of the Social Security Act; Title I, Title II, Title III (Part

B), and Title V (Part B) of the Economic Opportunity Act; the Manpower Development and Training Act; and Title I of the Elementary and Secondary Education Act. Comprehensive and coordinated services, whose requirements are clarified, are divided into nine sections: (1) day care facilities, (2) environmental standards, (3) educational services, (4) social services, (5) health and nutrition services, (6) training of staff, (7) parent involvement, (8) administration and coordination, and (9) evaluation. (DO)

ED 026 146 PS 001 541

Rieger, Edythe

Science Adventures in Children's Play.

Play Schools Association, New York, N.Y.

Pub Date 68

Note—50p.

Available from—The Play Schools Association, Inc., 120 West 57 Street, New York, N.Y. 10019.

Document Not Available from EDRS.

Descriptors—"Curriculum Guides, *Elementary Grades, Elementary Science, Enrichment Activities, Field Trips, Instructional Materials, Map Skills, *Science Activities, *Science Education, Science Materials

The stated purpose of this pamphlet is to suggest simple, natural, interesting experiences in children's play that have science implications. It tells how the teacher may capitalize on the innate curiosity of children by incorporating science discovery in daily classroom experiences. This how-to-do-it manual directs map-making and activities for developing knowledge of trees, birds, rocks, minerals, and soil. A chapter on shadows and weather contains seven activities to stimulate learning. Other chapters deal with insects, fish, plants, and animals. They include not only suggestions for related activities, but instructions for their fruition. The pamphlet is addressed to elementary teachers and contains a bibliography. (DO)

ED 026 147 PS 001 553

Yost, Charles Peter

Teaching Safety in the Elementary School.

American Association for Health, Physical Education and Recreation, Washington, D.C.

Pub Date 62

Note—35p.

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$0.75).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Accident Prevention, *Elementary Grades, *Safety Education, School Safety, *Teaching Guides

This teaching manual is divided into four sections: (1) general safety information for teachers, (2) special problems in teaching safety, (3) learning experiences for first through third grades and fourth through sixth grades and (4) selected sources of information and safety teaching aids. Subjects include definition and causes of accidents, accident prevention, safety tasks of the teacher, accident reporting, methods for teaching safety, what to teach and when, and special problems. (DO)

ED 026 148 PS 001 554

Banks, Mary Alice Dunham, Margaret A.

Teaching Nutrition in the Elementary School.

American Association for Health, Physical Education and Recreation, Washington, D.C.

Pub Date 59

Note—35p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.75).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Eating Habits, Elementary School Curriculum, Foods Instruction, *Health Education, *Nutrition, Nutrition Instruction, *Teaching Guides

This teaching manual is divided into three sections: (1) basic information on nutrition for teachers, (2) activities for learning about nutrition, suitable for first through third grades and fourth through sixth, and (3) sources of teaching aids and information on nutrition. Subjects include the four food groups, nutrients and principal food sources, planning meals, snacks, good eating habits, and the important food needs of children. (DO)

ED 026 149 PS 001 578

Osborne, R. Travis Lindsey, James M.

A Longitudinal Investigation of Change in the Factorial Composition of Intelligence with Age in Young School Children.

Georgia Univ., Athens.

Pub Date 2 Apr 65

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Age Differences, Concept Formation, *Elementary School Students, Expressive Language, *Factor Analysis, *Factor Structure, Grade 1, Grade 3, Intellectual Development, *Intelligence Factors, *Longitudinal Studies, Number Concepts, Perceptual Development, Rural Environment, Urban Environment, Visual Learning

Identifiers—Ammons Full Range Picture Vocabulary Test, PPVT, Wechsler Intelligence Scale For Children, WISC

A total of 125 white children from three counties in Georgia (selected as representative of small rural and medium and large industrial urban populations) were administered a battery of tests in three phases of their schooling: (1) during the summer preceding their admission to the first grade, (2) near the end of the first grade, and (3) near the end of the third grade. The two objectives of this longitudinal testing were to describe the factorial organization of intelligence at the age levels tested and to observe changes in this organization as they occurred when the same subjects were measured repeatedly. The test battery included the Wechsler Intelligence Scale for Children, the Peabody Picture Vocabulary Test, and the Ammons Full Range Picture Vocabulary Test. Twelve factors were discovered, overall. The overlapping appearance of some factors in two or more phases confirmed the idea of the existence of stable mental factors at the preschool level. Identification of two emergent factors supported the idea that intelligence tends to differentiate with increasing age and experience. (WD)

ED 026 150 RC 002 650

Kelso, Maurice M.

Costs of Space in the West.

Pub Date 63

Note—17p.; Reprint from Land and Water Use, American Assn. for the Advance. of Sci., Denver, Colo., Dec. 27-29, 1961.

Available from—American Assn. for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (Pub. No. 73)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Comparative Statistics, Cost Effectiveness, *Costs, Demography, *Economic Factors, Education, Health Services, Hypothesis Testing, Income, Industrial Structure, Living Standards, Medical Services, *Population Distribution, Problems, Rural Areas, Rural Economics, *Rural Urban Differences, *Space Utilization, Transportation
Identifiers—Arizona, Colorado, Idaho, Montana, New Mexico, Utah, Wyoming

Space, in a geographic sense, entails costs when there is too much of it in relation to population and income. In the West, by comparison with more populous areas to the east, the level of personal income per square mile and per capita is low; costs per unit of, and per capita for, transportation, health and medical care, and education are high; and the standard of living per dollar of income per capita is low. Satisfaction derived from spaciousness may offset higher costs; however, these higher costs may be reduced without impairing benefits of spaciousness by technological change, economic development, and adoption of new or modified institutions. Charts are included. (SW)

ED 026 151 RC 002 753

Guerra, Manuel H.

Language Instruction and Intergroup Relations, An Analysis of Language Instruction (Spanish and English) to Spanish-Speaking Learners in California Public Schools, in Relation to the Search for Better Intergroup Relations.

California State Dept. of Education, Sacramento.

Pub Date 2 Oct 67

Note—5p.

Available from—Bureau of Intergroup Relations, California State Dep. of Educ., 721 Capitol Mall, Sacramento, California 95814

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Classroom Integration, *Educational Philosophy, *English (Second Language), Ethnic Grouping, *Fles Programs, Homogeneous Grouping, *Intergroup Relations, Language Instruction, Mexican Americans, Spanish, *Spanish Speaking

Identifiers—California

An effort has been made in this study to elucidate what social implications are inherent in the environmental teaching situations, and their correlation to the basic purposes and aims of each language instructional program. FLES, English as a Second Language, and Spanish for Spanish-speaking children programs are discussed. It is pointed out that the social value of these programs seldom becomes an integral part of the total program, thus, an opportunity to teach better intergroup relations is missed. The shortcomings of classroom grouping procedures are reviewed to indicate that they defeat their own purpose. It is recommended that language programs reflect community problems and needs, and Spanish instruction be used as a vehicle of intergroup understanding with English as a second language providing a means to that end. (SW)

ED 026 152 RC 002 778

Fujimoto, Inao Schieffer, Jo Clare
Guide to Sources on Agricultural Labor.
California Univ., Davis. Dept. of Applied Behavioral Sciences.

Pub Date [67]

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—Agricultural Laborers, *Annotated Bibliographies, *Farm Labor, *Information Sources, *Migrant Employment, Publications, *Resource Guides, Rural Development

Developed in conjunction with a research project on the farm-work situation in California, this guide to information sources contains 85 annotated items selected to provide an overview of agricultural labor in general and California farm labor in particular. A majority of the selected items have been published since 1965. Included are commentaries on mechanization and the changing structure of agriculture and the related impact on the farm-worker movement. (JH)

ED 026 153 RC 002 782

Bibliography of Materials Available for Use in English as a Second Language Classes.

San Diego City Schools, Calif.

Pub Date [67]

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Adult Education, *Annotated Bibliographies, Elementary Grades, *English (Second Language), English Instruction, *Instructional Materials, Music Activities, *Reading Materials, *Resource Materials, Science Materials, Secondary Grades, Spanish Speaking, Teacher Background

Approximately 230 books, articles, and resource materials are cited in this annotated bibliography of materials for English as a second language classes. Specific materials listed are: elementary reading materials; kits for elementary students on language, science and math, and songs and music; stories; Spanish texts; and English grammar texts and materials for secondary and elementary students. Materials are presented for adults and teacher background in the problems of non-English-speaking students. A listing of instructional guides is also provided. A brief description of each of the materials is included except for the instructional guides. (DK)

ED 026 154 RC 002 901

Quinn, Bernard

Understanding the Small Community, Some Informational Resources for the Town and Country Apostolate.

Center for Applied Research in the Apostolate (CARA), Washington, D.C.

Report No.—TCR-2

Pub Date Aug 67

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—*Annotated Bibliographies, Community Leaders, *Community Study, Educational Programs, Information Sources, Organizations (Groups), *Religious Factors, *Resource Materials, Rural Areas, *Rural Environment, Social Change, Sociology

Many informational resources with emphasis on town and country are listed in this annotated bibliography. Focus is upon understanding life in the small community. Materials are found under topics which include: (1) town and country case studies, (2) community theory, (3) rural sociology, (4) recent protestant town and country materials, (5) organizations providing informational resources, and (6) continuing education programs for town and country clergy. An author index is provided. (SW)

ED 026 155 RC 002 906

Directory of Federal Officials with Liaison Responsibility for Programs of Special Interest to Mexican Americans.

Commission on Civil Rights, Washington, D.C.

Pub Date Apr 68

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Agencies, Civil Rights, *Coordinators, *Directories, *Federal Programs, *Mexican Americans, Public Officials

Approximately 45 Federal agency officials with liaison responsibility for programs of special interest to Mexican Americans are listed in the first section of this directory. Section 2 names civil rights coordinators for 18 other Federal agencies which have no staff members with specific liaison responsibility for Mexican American programs. Both addresses and telephone numbers are included. (SW)

ED 026 156 RC 002 987

Krakowski, Martin And Others

Availability and Use of Health Services, Rural-Urban Comparison.

Economic Research Service (DOA), Washington, D.C.

Report No.—AER-139

Pub Date Jul 68

Note—32p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (AER-139, \$0.40)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Census Figures, *Comparative Analysis, *Economic Factors, Educational Status Comparison, *Health Facilities, *Medical Services, National Surveys, Personnel Needs, *Rural Urban Differences, Statistical Surveys

A comparison of national statistics on health services available in rural and urban areas of the United States from 1935-1966 revealed a relatively lower supply of health services per capita in rural areas and significant geographic differences in the supply of trained health personnel. It was shown that medical expenditures per family tended to rise with increasing income and educational levels (both lower in rural areas); however, rurality appeared to be a specific factor in the variation in medical expenditures. Data indicated that increasing rurality was directly related to a decreasing reliance on specialists for health care. Numerous graphs and tables are presented to illustrate the discussion. (DK)

ED 026 157 RC 003 014

Abramson, Jane A.

Rural to Urban Adjustment

Canadian Minister of Forestry and Rural Development, Ottawa (Ontario).

Spons Agency—Canadian Agricultural and Rural Development Act Branch, Edmonton (Alberta).

Report No.—ARDAP-37003; ARR-RE-4

Pub Date May 68

Note—172p.

EDRS Price MF-\$0.75 HC-\$8.70

Descriptors—*Adjustment (to Environment), Conflict Resolution, Economic Factors, Interviews, Participant Characteristics, *Predictive Measurement, *Relocation, *Rural Farm Residents, Rural Urban Differences, *Urban Immigration

Identifiers—*Saskatchewan

Personal interviews with 100 former farm operators living in Saskatoon, Saskatchewan, were conducted in an attempt to understand the nature of the adjustment process caused by migration from rural to urban surroundings. Requirements for inclusion in the study were that respondents had owned or operated a farm for at least 3 years, had left their farms within 10 years of the interview, and were below retirement age and still in the labor force at the time of migration.

Pre-migration characteristics, the migration decision process, and post-migration adjustment were analyzed to determine if urban adjustment could be predicted prior to migration. A predictive index was developed, based on the variables of educational level, previous non-agricultural work experience, previous geographic mobility, type of migration decision process, and selectivity in choosing a new location. (JH)

ED 026 158 RC 003 016

Pryor, Guy C.

Evaluation of the Bilingual Project of Harlandale Independent School District, San Antonio, Texas, in the First and Second Grades of Four Elementary Schools during 1967-68 School Year.

Harlandale Independent School District, San Antonio, Tex.

Pub Date Jul 68

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—*Bilingual Education, Bilingualism, Comparative Analysis, *Elementary Schools, Grade 1, Grade 2, *Language Development, *Mexican Americans, Program Evaluation, *Reading Ability, School Environment, Statistical Data, Student Testing

Identifiers—San Antonio, Texas

An evaluation is provided of a project designed to create a bilingual environment and a program of bilingual instruction for first and second grade Spanish speaking children. A comparison is included of the language development and reading ability of the students taught in Spanish and English with those taught in English only. A pre-and post-testing program and teacher observations, comments, evaluations, and recommendations are utilized in the evaluation. Conclusions reveal that teachers feel bilingual instruction should be continued; pupils have a better self-concept, feel more accepted, have more pride in their own culture, and derive pleasure from materials portraying their culture after completing the program; pupils who have exhibited the most language development are bilingual and have increased cognition and intellectual development; and there is no significant difference in the reading abilities of the 2 groups. It is recommended that: (1) a structured core program in language development be designed, (2) the Spanish-speaking child's first contact with formal language development be in Spanish, (3) pre-first grade oral language development be in both Spanish and English when possible, (4) Headstart programs be conducted in Spanish for those taught bilingually in first grade, (5) first grade students in the program continue into second grade bilingual program, and (6) better coordination, selection, and assistance be provided for those involved in the program. (SW)

ED 026 159 RC 003 017

Shannon, Lyle W.

The Study of Migrants as Members of Social Systems.

Pub Date 68

Note—32p.; Reprint from Proceedings of the Annual Spring Meeting of the American Ethnological Society, 1968.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*Acculturation, *Anglo Americans, Aspiration, Economic Opportunities, Economic Status, Ethnic Groups, Ethnology, *Mexican Americans, *Migrants, *Negroes, Social Characteristics, Statistical Data

A 1958-65 study of Mexican Americans, Negroes, and Anglos in Racine, Wisconsin, provided researchers with an opportunity to see: (1) if world view and level of aspiration were more closely related to race and ethnicity or to sociologically meaningful categories of people in the urban-industrial society, and (2) how world view and level of aspiration related to each other and to the organization of society and its subgroups. Comparative analysis of questionnaires from a sample of 800 and a subsample of 545 (created by removing respondents who did not appear to comprehend interview questions) resulted in a series of detailed statistical descriptions of locale of socialization, education, first work experience, work careers, and other variables in relation to measures of economic absorption and cultural integration. Evidence indicated that (1) those Negroes and Mexican Americans in Racine who had less exposure to traditions which favored an active attitude toward the world reflected a more passive attitude toward change

than did Racine Anglos, and (2) there was a direct relationship between active or passive value orientations and the aspirations of respondents for their children. (SW)

ED 026 160

RC 003 022

Nesius, Ernest J.

Public Affairs Series. No. 3, *The Rural Society in Transition; An Historical Examination of the Rural Society with Emphasis on Ways To Assist our Rural Society to Maximize Its Economic and Social Positions During the Present Period of Rapid Transition to an Urban-Industrial Culture.*

West Virginia Univ., Morgantown. W. Va. Center for Appalachian Studies and Development.

Report No.—PAS-3

Pub Date Apr 66

Note—72p.

Available from—Office of Res. and Dev., W. Va. Center for Appalachian Stud. and Dev., W. Va. Univ., Morgantown, W. Va. 26506 (PAS-3, \$1.50)

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors—Adjustment Problems, Agricultural Production, *Agricultural Trends, *Change Agents, Community Change, Family Structure, Farm Management, *Rural Areas, Rural Development, Rural Economics, Rural Environment, Rural Family, Rural Farm Residents, Rural Population, *Rural Urban Differences, *Technological Advancement, Urbanization

Four lectures are directed at reviewing and analyzing the changes that have taken place over the years in the structure and society of agriculture. An historical review of changes in American rural life points out that rural society is in a rapid period of transition toward urban-industrial culture. Agricultural development and technological advancements are examined in pointing out the dilemma of agriculture and the need for rural and agricultural planning. The effects of urbanization and efforts to place a new focus on life in rural areas are reviewed. The general lack of concern for what is occurring is cited to emphasize the need to reevaluate social structures and institutions serving the rural countryside. Effort is encouraged toward establishment of a new or modified structure which would equalize the level of living and the quality of life with those of urban areas. (SW)

ED 026 161

RC 003 023

Carter, G.L., Jr.

An *Exploration of the Place of Projects in 4-H.*

Wisconsin Univ., Madison. National Agricultural

Extension Center for Advanced Study.

Pub Date 5 May 64

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Agricultural Education, Agricultural Skills, *Clubs, Group Dynamics, *Literature Reviews, Natural Sciences, *Project Applications, Projects, Project Training Methods, Rural Areas, *Rural Education, Science Projects, *Student Projects, Vocational Agriculture

Identifiers—4 H Clubs

Historically, project work has been a part of 4-H Club work. An exploration of the role of individual and group projects as planned learning experiences leads, hopefully, to a better understanding of their potential. In order to be of educative value, the project must be of immediate interest to the child, as well as be intrinsically worthwhile. The project should raise problems calling for research and review of related literature, and must cover a sufficient expanse of time to allow adequate exploration and execution. The project should be the primary basis for the uniqueness of 4-H in terms of the method by which the young people who are involved are taught. (DA)

ED 026 162

RC 003 031

Garofalo, V. James

Evaluation of Migrant Summer School Programs Supported by the New York State Department of Education During 1968. Final Report.

Syracuse Univ., N.Y.

Spons Agency—New York State Education Dept., Albany.

Pub Date 68

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—Compensatory Education, *Educational Objectives, Evaluation Methods, *Migrant Child Education, Migrant Youth,

Parent School Relationship, *Program Evaluation, *State Programs, *Summer Programs, Teacher Response, Testing Problems

Identifiers—*New York

Central New York's 1968 migrant summer school programs were sampled and evaluated on the basis of meeting Crewson's objectives as stated in 1967: (1) improvement of self-concept; (2) development of language ability and vocabulary; (3) development of social and academic skills; (4) expansion of cultural experiences; and (5) establishment of sound health and nutritional habits. Individual children, schools, teachers, and parents provided data related to each objective. Although assessment was limited in the areas of classroom interaction scales, parent interviews, and achievement testing, it was felt that the summer school programs were successful, particularly in reading and arithmetic. Suggestions were made for correcting these limitations and for studying ways of aiding teachers. (SW)

ED 026 163

RC 003 036

Cleland, C.L.

Church and Family in Modern Rural Appalachia.

Spons Agency—West Virginia Univ., Morgantown. W. Va. Center for Appalachian Studies and Development.

Pub Date 67

Note—30p.; Paper presented at conference on "Rural Southern Appalachia in Transition," W. Va. Univ., Morgantown, Oct. 19, 1967.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Church Programs, Church Responsibility, *Church Role, *Economic Disadvantage, Family Influence, *Family Involvement, Family Relationship, Family School Relationship, *Interaction, Rural Areas, *Rural Environment, Rural Family

Identifiers—*Appalachia

The paucity of research concerning the role of family and church in rural Appalachia leads to a reliance on observations and parallels drawn from research in related areas of sociology. Highly structured family and church group relations in the Appalachian region often obstruct both the development of other inter-group relations and attempts to bring about change of any kind. Contacts with other than family, relatives, and neighbors are rare, and an outsider is viewed suspiciously. In order for the economic planner to influence these rural families toward economic development, he must convince them of his genuine interest in the families' welfare. Programs of development in this region, therefore, will have to deal with this insulated resistance to change and cannot count on family and church institutions to aid in the change processes designed to improve the economic conditions of Appalachia. (DK)

ED 026 164

RC 003 037

Selinger, Alphonse D.

The American Indian High School Dropout: The Magnitude of the Problem.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Sep 68

Note—176p.

EDRS Price MF-\$0.75 HC-\$8.90

Descriptors—*American Indians, *Comparative Statistics, Dropout Rate, *Dropout Research, Dropouts, Educational Research, Ethnic Groups, Low Ability Students, Persistence, Sampling, School Statistics, *Secondary Grades, State Surveys, *Statistical Data

Identifiers—Idaho, Montana, North Dakota, Oregon, South Dakota, Washington

The magnitude of the dropout problem among Indians was illustrated by a study which followed students registered in grade 8 as of November 1962 through June 1967. Statistics were gathered by area, state, type of school, tribal group, and majority-minority position of Indian students in the 6-state area of Oregon, Washington, Idaho, Montana, South Dakota, and North Dakota. Related research dealing with Indian dropouts was used as a framework for the data and as a basis for comparison. No attempt was made to interpret the findings of the study since the primary aim was to provide a base for future research into to extent of the problem of American Indian high school dropouts. (DA)

ED 026 165

RC 003 038

Selinger, Alphonse D.

The American Indian Graduate: After High School, What?

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Nov 68

Note—123p.

EDRS Price MF-\$0.50 HC-\$6.25

Descriptors—*American Indians, Cooperative Planning, Data Collection, Educational Experience, Employment Patterns, *High School Graduates, Job Satisfaction, *Post Secondary Education, Program Evaluation, *Student Characteristics, Success Factors, *Vocational Development

American Indian students who graduated from high schools in 6 states in 1962 were located to determine experience patterns in the first 6 post high school years. Interviews were conducted with 287 graduates in 13 states. About 70 percent entered post high school academic or training programs which approximately one half completed. Employment was frequently unrelated to training. One half of those interviewed were working for pay or profit, while keeping house and unpaid family jobs were the next highest categories of work. Family size and position in family had some relation to continuance of formal education for females. Education of fathers apparently had no significant effect, but gainful employment of mothers related positively to graduates' post high school plans. The majority of the graduates did not speak an Indian language. Those who participated in school activities tended to enter post-secondary education programs. Many were dissatisfied with their present jobs and felt the need for further education. Indications were that information made available on post high school opportunities was inadequate. Study results suggested that Indians should have direct involvement in the initiation, planning, and execution of educational programs designed to aid in their own development. The questionnaire and interview guide used in the study are appended. (JH)

ED 026 166

RC 003 040

Vance, Rupert B. And Others

High Schools in the South, A Fact Book.

George Peabody Coll. for Teachers, Nashville, Tenn. Div. of Surveys and Field Services.

Pub Date 66

Available from—Center for Souther Educ. Stud., George Peabody Coll. for Teachers, Box 164, Nashville, Tenn. 37203 (\$5.00)

Document Not Available from EDRS.

Descriptors—Comparative Statistics, Curriculum Development, Curriculum Evaluation, Educational Disadvantage, Equal Education, *Rural School Systems, Rural Urban Differences, School Expansion, School Personnel, School Size, *Secondary Grades, *Small Schools, Southern Citizens, *Southern Schools, *Statistical Data, Tables (Data), Teacher Certification, Teacher Qualifications

Identifiers—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia

The 1965 status of secondary education in 11 southern states is analyzed in terms of school size, personnel, professional qualifications, and working conditions. Financial data relate per pupil expenditures in both rural and urban schools in each state. Information is provided concerning curriculum trends, innovations, and progressive school programs under way in southern high schools. Findings include: (1) nearly all teachers in the South hold a bachelor's degree and 25 percent hold a master's degree or above; (2) more than 50 percent of all high school classes in each of the 11 states can be classified as either too small or too large; and (3) the majority of southern high school youth attend schools which offer an inadequate program of courses. A major conclusion is that the prevalence of small high schools constitutes the most serious obstacle to quality education and equal educational opportunity in southern secondary schools. Recommendations are directed at correcting specific shortcomings in the educational establishment in the South. A comprehensive bibliography of related publications is included. (DA)

ED 026 167

RC 003 052

Rodriguez-Cano, Felipe

An Analysis of the Mexican American Migrant Labor Force in the Stockbridge Area.

Pub Date 66
Note—97p.; Master's Thesis submitted to Michigan State Univ., Department of Sociology, 1966.

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors—Area Studies, Behavior Patterns, *Demography, *Economic Factors, Educational Attitudes, *Mexican Americans, *Migrant Workers, Questionnaires, *Social Characteristics, Spanish Speaking, Tables (Data)
Identifiers—*Michigan

A descriptive and exploratory study designed to determine demographic and behavioral characteristics of Spanish-speaking migrant workers was conducted in the Stockbridge, Michigan, area. Economic, social, and demographic characteristics (such as age, educational level, income, and family size) and behavioral patterns (such as recruitment and decision-making processes, work experience satisfactions, and aspirations) were analyzed by means of interviews and questionnaires. It was found that this group was relatively young, had a low level of education and income, had an average family size of 3.6 children, was of Mexican descent, and was born in Texas. It was also found that the Mexican American workers had little non-farm experience, were satisfied with farm labor, aspired for better jobs and more education for their children, and had a feeling of alienation. The older workers appeared more satisfied, and the younger workers had higher aspirations. Questionnaires utilized in the study are contained in the appendix. (SW)

ED 026 168 RC 003 059

Worley, Stinson E.

Elementary Schools Survey, Western States Small Schools Project for Nevada.

Nevada Western States Small Schools Project. Carson City.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 14 Dec 64

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Educational Change, *Educational Methods, *Educational Needs, Educational Opportunities, Educational Practice, *Elementary Schools, Instructional Media, Program Effectiveness, *Program Evaluation, Rural Schools, School Surveys, *Small Schools
Identifiers—*Nevada, Western States Small Schools Project

A survey of a number of small elementary schools in the Nevada Western States Small Schools Project (WSSSP) provides a descriptive review of promising teaching practices and an assessment of additional needs. Promising practices observed include high teacher interest and pupil involvement; creativity; individualized instruction; and use of teaching aids, devices, libraries, and library resources. Strengths mentioned are academic freedom, small numbers of children, an abundant supply of materials, close community interest, and the rural atmosphere. The needs listed include instructional leadership, specific goals and purposes, a compilation of ideas, interfaculty visitations, and emphasis on student work. It is concluded that these WSSSP schools are not really the drab, run-down places that might be envisioned, but are schools where professional, dedicated people have the material, supplies, and freedom to try new ideas and innovations. (SW)

ED 026 169 RC 003 061

New Dimensions for the Small Schools of Nevada.

A Report of the Western States Small Schools Project for Nevada (January 1, 1962 - August 31, 1965).

Nevada Western States Small Schools Project. Carson City.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Dec 66

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—Activities, *Articulation (Program), *Correspondence Courses, Flexible Scheduling, Individual Instruction, *Inservice Programs, Multigraded Classes, *Program Descriptions, Programmed Instruction, Projects, *Small Schools, Teacher Workshops
Identifiers—*Nevada, Western States Small Schools Project

Some of the more visible efforts, activities, and results which have taken place among the small schools of Nevada during the initial phase (1962-65) of the Western States Small Schools Project

are described. These activities, dealing with the problems and concerns of small schools, include workshops, supervised correspondence and programmed instruction, multiple-class teaching, and flexible scheduling. A bibliography of publications written by David L. Jesser, Director, Nevada Western States Small Schools Project, concludes the document. (SW)

ED 026 170 RC 003 072

Melragno, Ralph J. Newmark, Gerald

A Pilot Study to Apply Evaluation-Revision Procedures in First-Grade Mexican-American Classrooms. Final Report. Technical Memorandum Series.

System Development Corp., Santa Monica, Calif.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—TM-3930-000-00

Pub Date 17 May 68

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—Behavioral Objectives, English (Second Language), *Grade 1, Individualized Reading, *Mexican Americans, Models, Pilot Projects, *Program Evaluation, *Reading Skills, Reading Tests, Research Methodology, Spanish Speaking, Teaching Methods, Teaching Models, *Tutorial Programs

In order to bridge the gap between educational research and practice, a study was concluded to identify specific reading skills which posed particularly difficult problems for Mexican American first grade children, but apparently caused little difficulty for their Anglo counterparts. Seventeen words emerged as being particularly difficult for the Mexican American child to comprehend. The study concentrated on procedures for teaching ten of these concept words, such as over, under, etc. The tutorial method in which older students were utilized to teach the first grade students on a one-to-one basis was found to be most effective. A model to be applied in obtaining desired learning outcomes in other Mexican American classrooms was then formulated. Objectives were first stated behaviorally then procedures were formulated to obtain the objectives. These procedures were tried and empirical evidence was gathered on their effectiveness, whereupon the procedures were revised and the new model reapplied. (DA)

ED 026 171 RC 003 077

School District Organization for Missouri, A Plan to Provide Equal Access to Educational Opportunity for All Children. Report of the Missouri School District Reorganization Commission.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—Missouri School District Reorganization Commission, Jefferson City.

Pub Date Nov 68

Note—162p.

Available from—Chairman, Missouri School District Reorganization Comm., Room 300, State Capitol Building, Jefferson City, Missouri 65101

EDRS Price MF-\$0.75 HC-\$8.20

Descriptors—*Administrative Organization, Development, Educational Improvement, Educational Needs, *Educational Planning, Educational Programs, *Master Plans, Methods, Population Trends, Projects, Regional Planning, Rural Education, School Districts, *School Redistricting, *Small Schools, State Legislation, Tables (Data)

Identifiers—*Missouri

Plans and procedures are described for providing equal access to educational opportunity for all children in Missouri. Historical development of school district organization in the State is traced. The need for further school district reorganization is examined, and methods of achieving effective organization are evaluated. A recommended statewide plan, known as the Domian plan, is outlined for reorganization, including the formation of regional school districts and local school units. Numerous tables and maps add significance to the discussion. (SW)

ED 026 172 RC 003 080

Ulibarri, Horacio

Attitudinal Characteristics of Migrant Farm Workers. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas.

University of Southern California, Los Angeles. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—52p.

Available from—USC Rural-Migrant Center, Room 1002, Phillips Hall of Educ., Univ. of Southern Calif., Los Angeles, Calif. 90007 (\$1.00)

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—Acculturation, Anglo Americans, *Attitudes, Cultural Awareness, *Cultural Differences, Cultural Environment, Culturally Disadvantaged, Economic Disadvantage, Interviews, *Mexican Americans, Migrant Education, *Migrant Workers, Personality, Rural Areas, Social Environment, Sociocultural Patterns, Spanish Speaking, *Teacher Education
Identifiers—*California

A presentation on socio-cultural-attitudinal characteristics of migrants and the impact of education is one of a series of lectures given during the pre-service phase of a 2-year Teacher Corps training program. An outline of the cultural differences which exist between the Mexican American and the Anglo American reveals differences in personality characteristics and modes of life style. Problems are described which the Mexican American encounters in the process of acculturation, and programs are suggested which are designed to satisfy the needs of the Mexican American and to give him a positive image of his cultural heritage. Interview summaries and schedule, and worksheet scales used in the pre-service phase of the program are included. Related documents are RC 003 081 and RC 003 082. (SW)

ED 026 173 RC 003 081

Abeitia, Hector And Others

Agencies and the Migrant: Theory and Reality of the Migrant Condition. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas.

University of Southern California, Los Angeles. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—33p.

Available from—USC Rural-Migrant Center, Room 1002, Phillips Hall of Educ., Univ. of Southern Calif., Los Angeles, Calif. 90007 (\$1.00)

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Agencies, *Community Involvement, Cultural Awareness, Cultural Differences, Culturally Disadvantaged, Farm Labor, Labor Unions, Legal Aid, *Mexican Americans, Migrant Child Education, Migrant Housing, *Migrant Problems, Rural Areas, Spanish Speaking, *Teacher Education, Welfare Agencies

Identifiers—*California

Lectures included in this volume are: Operation SER (Service, Education Rehabilitation); Unions and Farm Labor; California Plan for the Education of Migrant Children; Housing Camps for Migrants; and California Legal Rural Assistance. These lectures have been chosen from those presented as part of the pre-service phase of a 2-year Teacher Corps training program. One of the objectives of the pre-service phase is the development of a better understanding of concepts of community involvement and the kinds of programs already in existence, and the dissemination of information about social conditions, work conditions, and community services. Related documents are RC 003 080 and RC 003 082. (SW)

ED 026 174 RC 003 082

Graham, Richard And Others

The Mexican-American Heritage: Developing Cultural Understanding. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas.

University of Southern California, Los Angeles. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—48p.

Available from—USC Rural-Migrant Center, Room 1002, Phillips Hall of Educ., Univ. of Southern California, Los Angeles, Calif. 90007 (\$1.00)

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—*Cultural Awareness, Cultural Differences, Cultural Factors, Culturally Disadvantaged, Economic Disadvantage, *Educational Disadvantage, Intensive Language Courses, *Mexican Americans, *Migrant Education, Migrant Youth, Rural Areas, Rural Youth, Spanish Speaking, *Teacher Education Identifiers—*California

The following lectures are included in this volume: Needed: "Turned on" Teachers; The Most Important Advantage; HILT: High Intensity Language Training; The Education Gap: Why Mexican American Children Fail in School; The Mexican American Heritage; The Invisible Poor: The World of the Migrant; and Emergence of the Mexican American. The lectures have been selected from those presented as part of the pre-service phase of a 2-year Teacher Corps training program designed to create understanding of cultural differences and to define the teacher's newly emerging role as a translator of community expectations for Spanish-speaking migrants, seasonal farm workers, and others who are disadvantaged. Related documents are RC 003 080 and RC 003 081. (SW)

ED 026 175 RC 003 083

Anderson, James G. Johnson, William H. Social and Cultural Characteristics of Mexican-American Families in South El Paso, Texas. Interim Report of the Mathematics Education Program.

New Mexico State Univ., Las Cruces. Spons Agency—Southwest Educational Development Corp., Austin, Tex.

Pub Date 27 Dec 68
Note—47p.; Paper prepared for Joint Meeting of AAAS with the Nat. Coun. of Teachers of Math., Dec. 27, 1968, Dallas, Texas

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—Area Studies, *Cultural Factors, Educational Research, Family School Relationship, Mathematics Education, *Mathematics Instruction, *Mexican Americans, *Motivation, Social Factors, Spanish Speaking, *Success Factors, Tables (Data)
Identifiers—El Paso, Texas

A study with emphasis upon cultural and social factors focused on urban Spanish-speaking children and their families in south El Paso, Texas. Specific objectives sought to identify: cultural and social characteristics of the student sample with respect to language patterns, basic attitudes towards school and mathematics, self-concept of ability, attitudes towards peers, and achievement motivation; and general characteristics of the student's family with respect to its socioeconomic status, language patterns, attitudes towards school and mathematics, and the amount of support given to the child to assist him in his school work. Although the students came from large, impoverished families where parents' educational levels were relatively low, higher educational aspiration for the children was evident; lack of support of the children in school was apparent, yet parents felt that everything the children studies would be valuable to them outside school. It was concluded that motivational factors were far more important in predicting success in mathematics than was the educational level of parents, or the language that they spoke. (SW)

ED 026 176 32 RC 003 086

Classroom Projects and Linguistic Laboratory for Non-English Speaking Children of Oklahoma. Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [68]

Note—48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—Bilingual Teachers, *Curriculum Development, *English (Second Language), Federal Programs, Health Education, Language Instruction, *Language Laboratories, Lunch Programs, *Mexican Americans, *Migrant Child Education, Migrants, Migrant Schools, Second Language Learning, Social Disadvantage, Spanish Speaking, State Departments of Education

Identifiers—*Elementary and Secondary Education Act Title I, ESEA Title I, Oklahoma

The 5 most pressing educational needs of children of Mexican American migratory workers in Oklahoma are seen to be in (1) inadequate command of the English language, (2) nutritional

deficiencies, (3) social adjustment problems, (4) proper physical hygiene, and (5) curricular planning and bilingual personnel. In an effort to meet these needs, the Oklahoma State Department of Education, with the aid of Elementary and Secondary Education Act (ESEA) Title I funds, has initiated several innovative programs including a migrant linguistic laboratory with modern electronic equipment to aid in the improvement of oral communication and reading skills, and a teacher workshop to teach conversational Spanish to teachers of migrant children. (DA)

ED 026 177 RC 003 088

Taylor, Lee Urban-Rural Problems. Contemporary Social Problems Series.

Pub Date 68
Note—125p.

Available from—Dickenson Publishing Company, Inc., Belmont, California 94002 (\$1.95)

Document Not Available from EDRS.

Descriptors—*Academic Aspiration, City Government, *City Problems, Community Zoning, Dropouts, *Economically Disadvantaged, Occupational Aspiration, Rural Schools, *Rural Urban Differences, *Social Problems, Urban Schools, Vocational Education

Various social problems are created by migration of low-income rural people into urban areas. These people are classified "low income" because their material level-of-living is often less than that found in urban areas. The dominant national values for material well-being are based upon urban middle class standards, thus creating a social problem due to the value conflicts surrounding the programs designed to raise the level-of-living of rural people. One possible solution for improving this condition is to encourage and prepare rural youth for higher educational and occupational aspirations. Since the most desirable training systems are located and developed in urbanized areas, rural youth must go to the city to benefit from them, inasmuch as rural education facilities that will meet the needs of both urban and rural areas have not been established. Government and representation problems arise when rural and urban people interact, making it necessary to regulate the new interactional patterns. (CM)

ED 026 178 RC 003 091

Scott, Ellis Bryan A Survey of Educational Programs for Agricultural Migrant Children during 1967.

Pub Date May 68
Note—119p.; Dissertation submitted to the Graduate School, New Mexico State University, Las Cruces, New Mexico

EDRS Price MF-\$0.50 HC-\$6.95

Descriptors—Agricultural Laborers, American Indians, Compensatory Education, *Educationally Disadvantaged, *Educational Programs, Mexican Americans, *Migrant Child Education, Migrant Children, Migrant Education, *Migration Patterns, *National Surveys, Negroes, Tables (Data)

Identifiers—Elementary and Secondary Education Act, *ESEA Title I

A national survey analyzed migrant education programs during 1967. The objectives were to identify: (1) those school districts reporting migrant children under Title I, ESEA, (2) the number of school districts providing migrant education programs both during the regular school year and summer term, (3) the major curricular emphasis and grade levels of each program, (4) the sources of funds used in providing these programs, (5) the amount of inservice training provided teachers of migrant children, (6) the qualifications for teachers of migrant students, and (7) the number of these programs which included special services. Questionnaires were sent to State Departments of Education, Departments of Labor, Migrant Ministries, and schools. It was found that: (1) the number of schools using Federal funds increased, (2) special education programs for migrant children were provided in 183 schools, (3) most programs were directed toward language arts, (4) regular school funds were often used for the programs, (5) differing amounts of inservice training were provided, (6) teacher qualifications compared favorably with qualifications for teachers in other programs, and (7) special services were provided in several areas. (SW)

ED 026 179 RC 003 095

Renaud, Andre Education from Within, an Experiment in Curriculum Development with Children of Indian Background in Saskatchewan.

Pub Date Nov 64
Note—14p.; Paper presented at the Ontario Conference on Indian Affairs, Nov. 1964, London, Ontario, Canada.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Acculturation, *American Indians, Anthropology, Community Development, Cultural Awareness, Cultural Differences, *Cultural Traits, *Curriculum Development, Educational Experience, *Educational Objectives, Eskimos, *Rural Areas, Teacher Guidance Identifiers—*Canada, Saskatchewan

A current experiment in curriculum development for Indian children in the Canadian province of Saskatchewan examines educational objectives in terms of the characteristics of 20th-Century society. Dissimilarities of Indian communities and the cultural background of Indian children in relation to the traits of non-Indian society point out the problem of bridging the gap between them. The main understandings and working principles of the experiment are: (1) anthropological description of the total educational process and definition of the objectives; (2) insertion of Indian cultural traits into everyday curriculum and special attention to specific gaps in the home background; (3) reinterpretation, extension, and expansion of the Indian child's experience; (4) functional learning of skills, such as the English language; and (5) selection of content to foster community educational growth. (SW)

ED 026 180 RC 003 096

Selby, Suzanne R., Comp. [Bibliography on Materials in the Field of Indian Education.]

Saskatchewan Univ., Saskatoon. Inst. for Northern Studies.
Report No—MO-P-4

Pub Date 68
Note—110p.

EDRS Price MF-\$0.50 HC-\$5.60

Descriptors—*American Indians, *Annotated Bibliographies, Anthropology, Community Development, *Cultural Differences, Curriculum Development, Educational Background, Educational Change, Educational Methods, *Educational Problems, English (Second Language), *Eskimos, Research and Development Centers, Social Change

Identifiers—*Canada
One hundred and five books, articles and pamphlets published between 1956 and 1968 comprise this comprehensively annotated bibliography prepared for teachers and students interested in the education of children of Indian and Eskimo ancestry. The major portion of the bibliography deals with Indian education. To further an understanding of cultural differences, materials concerning anthropology, economic and community development, teaching English as a second language, and culture change have also been included. The appendix contains a listing of other bibliographies, journals, and research centers dealing with Indian and Eskimo education. (DK)

ED 026 181 RC 003 104

Merrell, Russell G. Some Approaches to Meeting Cultural Deprivation in Students Entering Small Rural Schools.

Western States Small Schools Project, Salt Lake City, Utah.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Oct 68

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Achievement Gains, *Cultural Disadvantage, *Enrichment Experience, Individualized Reading, Instructional Trips, Material Development, Parent Teacher Cooperation, Program Evaluation, *Rural Areas, Rural Urban Differences, *Small Schools, Student Interests, Telephone Instruction

Identifiers—California Achievement Tests, Metropolitan Readiness Test, Smith Experience Inventory, Stanford Binet Intelligence Test, Utah

A project was undertaken in 1965 in 3 elementary schools in Wayne County School District, Utah, to determine if students entering small, rural schools have cultural disadvantages and, if so, to develop materials and procedures to meet such deficiencies. Pretesting revealed significant differences in vocabulary development and experiential background compared to an urban control population. Programs designed to improve instruction were developed in areas of parent-teacher communication, instructional excursions, pupil-team specialties, resource utilization, and individualized reading instruction. Second- and third-year evaluations of the project showed significant gains in vocabulary growth and reading achievement. One elementary school made extensive use of the amplified telephone and established companion schools in New Mexico and New York City to offset the disadvantages of isolation. Materials developed in the course of the project are described. (JH)

ED 026 182 RC 003 106
Silvaroli, Nicholas. *Zuchowski, John M.*
Educating Apache Indian Children in a Public School System. Final Report of the Fort Thomas Diverse Capacity Project.

Arizona Western States Small Schools Project, Phoenix.
Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jun 68

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Achievement Tests, *American Indians, *Cultural Awareness, *Directed Reading Activity, Educationally Disadvantaged, *Elementary Education, Experimental Curriculum, Nongraded Classes, Rural Areas, *Small Schools, Teaching Styles
Identifiers—*Apaches

Apache students comprised approximately 85 percent of the total enrollment of the Fort Thomas, Arizona, school system. The goals of the 1965-68 Diverse Capacity Project conducted in the school system were (1) to understand cultural differences between Indians and Anglos, (2) to identify the problems of Indians in an Anglo-oriented school, (3) to modify the traditionally oriented textbook curriculum, and (4) to establish a satisfactory instructional organization to meet the needs of both children and teachers in the rural school setting. Teaching techniques such as a directed reading activity, a unit approach, and a non grading level organization were employed. The results were later evaluated with the use of achievement tests, which showed that Anglo achievement was significantly superior to Indian achievement. Some conclusions were: (1) teachers of non-achievers are more inclined to find fault with the instructional program than with the children; (2) schools must involve all teachers in curriculum planning and selection; and (3) instructional programs must have greater priority over organizational plans. Achievement and attendance data are included. (CM)

ED 026 183 RC 003 126
Digneo, Ellen Hartnett, Ed. Shaya, Tila, Ed.
Teaching Spanish to the Spanish-Speaking Child, 1965-1968. Report.

New Mexico Western States Small Schools Project, Santa Fe.
Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Aug 68

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Bilingual Education, Bilingual Students, Bilingual Teachers, Cultural Enrichment, *Elementary Grades, *Language Instruction, *Rural Education, Small Schools, *Spanish Speaking
Identifiers—New Mexico

Realization by educators of the educational problems faced by Spanish-speaking children resulted in a 1965-68 Western States Small Schools Project at Pecos, New Mexico, which sought to establish the study of Spanish as an integral part of daily classroom activities in the elementary school. The objectives of the Spanish Program were (1) to increase oral fluency in Spanish, (2) to begin instruction in Spanish reading and writing, and (3) to develop appreciation and awareness of Spanish culture. Daily activities and audio-visual materials were used to enlarge the children's vocabulary. The results were that

by acquiring literacy in the mother tongue, the children were able to appreciate the value of their own culture, and Spanish was accepted as a medium of communication. The program further helped the Spanish child improve his adjustment to the bicultural environment prevalent in New Mexico. (CM)

ED 026 184 RC 003 127
Programmed Mathematics, Dora High School.
New Mexico Western States Small Schools Project, Santa Fe.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Nov 65

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Academic Performance, *Algebra, *Course Evaluation, Effective Teaching, *Individualized Instruction, Objectives, *Programmed Instruction, Secondary School Mathematics, *Small Schools
Identifiers—Science Research Associates, SRA

Modern Mathematics
Because of small class enrollment, limited class offerings, and differences in ability range, a programmed algebra course was introduced to eliminate some disadvantages of a small school mathematics program. Credit was given to students completing 36 of the 73 chapters in Science Research Associates (SRA) Modern Mathematics, Course I. Post-test scores indicated a gain ratio of .63 compared to pre-test scores. Criticism of the programmed course included the difficulty of chapter tests and the use of multiple choice questions. A statement of problems and objectives and a sample progress report to parents conclude the document. (JH)

ED 026 185 RC 003 128
Language Arts Project.
New Mexico Western States Small Schools Project, Santa Fe.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Nov 65

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Educational Objectives, *English (Second Language), *Instructional Improvement, *Language Arts, Language Skills, Non English Speaking, *Small Schools, Spanish Speaking, *Student Writing Models, Teaching Techniques, Writing, Written Language

The 1963 language arts project in Wagon Mound, New Mexico, was designed to make administrators and teachers aware of and concerned about the problems of teaching English to Spanish-speaking children in grades 1-12. General and specific objectives and instructional techniques stressed improvement of oral and written communication. An analysis of papers written by children in grades 2-6 revealed that usage and spelling errors were due to lack of skill in using English rather than the influence of a Spanish-speaking background. A strong emphasis on the oral-aural approach was recommended. An analysis was also made of some typical mistakes found in papers written by students in grades 7-12 and taped interviews of students in grades 2-12. Recommendations for the improvement of student writing included the need for writing frequently. (SW)

ED 026 186 RC 003 129
Programmed English, Des Moines High School.
New Mexico Western States Small Schools Project, Santa Fe.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Nov 65

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*English Instruction, Grammar, *Individualized Instruction, Literature, *Programmed Instruction, *Program Evaluation, Secondary Grades, *Small Schools, Statistical Analysis
Identifiers—English 2600

Programmed English instruction in small schools was designed to provide a wider spectrum of curricular experiences to enhance the somewhat narrow offerings of the regular English curriculum. The specific course outline and evaluation of the programmed English instruction at Des Moines High School indicated that the project in this New Mexico small school was

feasible and successful. The programmed English instruction allowed the students to work at their own rate and the teacher to provide frequent and almost immediate reinforcement on student assignments. (DK)

ED 026 187 RC 003 131
Photiadis, John
Change in the Rural Southern Appalachian Community. Research Series 7.

West Virginia Univ., Morgantown. W. Va. Center for Appalachian Studies and Development.

Report No.—RS-7; S68-N-9-10-6M

Pub Date [68]

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Economic Disadvantage, Employment Potential, Labor Economics, Low Income Groups, *Low Level Aspiration, Rural Areas, *Rural Environment, Rural Farm Residents, Rural Population, Rural Urban Differences, *Social Change, Social Values, *Southern Community
Identifiers—*Appalachia

Rural Appalachian communities are being forced to reorganize by economic pressures and higher level-of-living standards which have been impressed primarily through the mass media. Out-migration and disorganization have emerged as the means of response by these communities to imposed societal pressure. Ideally, social adjustment in rural Southern Appalachian areas could best be achieved through availability of employment within the rural community or through relocation of rural inhabitants to areas of improved job availability. Integration of rural Appalachian poverty-stricken communities into the larger society will be delayed until expectations concerning minimum acceptable income and standard of living are met. (DA)

ED 026 188 RC 003 132
Mink, Oscar G. Barker, Laurence W.
Dropout Proneness in Appalachia. Research Series 3.

West Virginia Univ., Morgantown. W. Va. Center for Appalachian Studies and Development.

Report No.—RS-3

Pub Date Jun 68

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Academic Ability, Dropout Attitudes, *Dropout Characteristics, Dropout Identification, Dropout Research, Dropouts, Educational Attitudes, Family Status, Personal Values, *Potential Dropouts, Rating Scales, *Rural Areas, Secondary School Students, *Self Evaluation, Socioeconomic Status, Statistical Data, *Teacher Rating
Identifiers—*Appalachia, Mink Scale, Smith Inventory

Two aids used in the identification of potential dropouts are examined. The Mink Scale (a teacher-rated scale) is based on classification of social, psychological, and educational forces related to dropout proneness: (1) academic ability and performance, (2) negative identification with education, (3) family and socioeconomic status, and (4) student-personal. The Smith Inventory consists of a self-report inventory of 38 items completed by the student. Results are presented of an investigation of differences between Appalachian school dropouts and non-dropouts utilizing these instruments. Items are identified that differentiate between these 2 groups in Appalachia. The 2 scales are contained in the appendix of the document. (SW)

ED 026 189 RC 003 139
Kuvlesky, William P. Jacob, Nelson L.
Educational Status Projections of Rural Youth: Annotations of the Research Literature.

Texas A and M Univ., College Station. Dept. of Agricultural Economics and Sociology.

Report No.—DTR-68-3

Pub Date Oct 68

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—Academic Aspiration, *Annotated Bibliographies, *Educational Status Comparison, Family Structure, *Research Reviews (Publications), Rural Education, *Rural Urban Differences, *Rural Youth

Forty-nine research reports published between 1947 and 1968 are listed and annotated for researchers interested in status projections of rural youth. The annotations are designed to

point out areas of conflicting findings, un-researched problems, weaknesses in method, and areas of agreement in past findings. The entries are indexed by content and author. A bibliography is also provided of other relevant publications, papers, and theses emanating from the Texas Experiment Station at Texas A & M University. (DK)

ED 026 190 RC 003 140

Connor, Desmond M. Magill, Dennis W. *The Role of Education in Rural Development.* Canadian Minister of Forestry and Rural Development, Ottawa (Ontario).

Spons Agency—Canadian Agricultural and Rural Development Act Branch, Edmonton (Alberta). Report No.—ARDA-P-3053; ARDA-RR-RE-1. Pub Date Dec 65.

Note—148p. Available from—Minister of Forestry, Dep. of Forestry and Rural Development, Ottawa, Canada (ARDA-RR-RE-1).

Document Not Available from EDRS.

Descriptors—*Adult Education Programs, *Community Surveys, Depleted Resources, *Dropout Prevention, Dropout Rehabilitation, *Educational Resources, Human Resources, Labor Force, Mobile Classrooms, Occupational Aspiration, Occupational Mobility, Rural Areas, *Rural Development, Rural Dropouts, Rural Education, Skill Development. Identifiers—*Canada, Nova Scotia.

As one of several research studies which have investigated rural socio-economic conditions in conjunction with Canadian attempts to aid development, this study examined the role and potential of education in the rural development process. Surveys were conducted of the educational needs and aspirations of both children and adults. Conclusions and recommendations of the study were directed at offering skill training for adults and reducing the high dropout rate of youth in this rural area. (DK)

ED 026 191 RC 003 142

Quijano, Teresa. *A Cross-Culture Study of Sex Differences Among First-Graders on A Verbal Test.*

Pub Date Aug 68. Note—60p.; Thesis submitted to Texas Woman's University, College of Education, Denton, Texas, August 1968.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—*Anglo Americans, *Cultural Factors, Culture Free Tests, *Grade 1, Language Development, *Mexican Americans, *Sex Differences, Spanish, Statistical Data, *Verbal Tests, Vocabulary. Identifiers—Mexico, Texas, *Van Alstyne Picture Vocabulary Test.

The purposes of a study conducted in Texas and Mexico were to examine the language performance of boys and girls in 3 cultures (Mexican, Mexican American, and Anglo American), and to determine if girls exceeded boys in verbal performance in each of these cultures. The Van Alstyne Picture Vocabulary Test (an English language instrument translated into Spanish especially for this study) was administered to 30 first-graders in each of the 3 cultures. Although limited by the small sample and certain linguistic problems, statistical techniques were utilized which led to the conclusion that there were no significant differences between girls and boys on a test of verbal ability. It was recommended that additional cross-cultural research be conducted with the Mexican American and Mexican. The translated version of the test is contained in the appendix. (SW)

ED 026 192 RC 003 143

Anderson, James G. *Teachers of Minority Groups: The Origins of Their Attitudes and Instructional Practices.* New Mexico State Univ., Las Cruces.

Spons Agency—Southwest Educational Development Corp., Austin, Tex. Pub Date Jan 69.

Note—72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors—Disadvantaged Youth, Mathematics Teachers, *Mexican Americans, *Minority Group Teachers, Questionnaires, Tables (Data), *Teacher Attitudes, *Teacher Background, *Teacher Characteristics, Teachers, Teaching Procedures. Identifiers—El Paso, *Texas.

The origins of attitudes and instructional practices among teachers of Mexican American children were explored by means of a questionnaire developed to elicit information from teachers regarding their academic background, experience, career aspirations, and instructional practices, and their attitudes toward students, parents, and special programs for disadvantaged minority children. The questionnaire was administered to a sample of 72 public school mathematics teachers in 3 district ecological areas of South El Paso, Texas, and factor analysis was utilized to clarify the complex structure of the teacher variables. The findings suggested that the origins of teacher attitudes toward disadvantaged minority students might lie in the type of professional training received. Teachers' approaches, views regarding the value of compensatory and bilingual programs, and appraisal of student ability and effort, and the type of student they enjoyed teaching were related to their professional training and career aspirations. Numerous tables and figures supplement the narrative. The questionnaire used in the study is contained in the appendix. (SW)

ED 026 193 RC 003 144

Mycus, Elena Ines de Los Santos. *Testing in Spanish and the Subsequent Measurement of English Fluency.*

Pub Date Aug 68. Note—51p.; Master's thesis submitted to Texas Woman's Univ., College of Education, 1968.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—Bilingual Education, Bilingualism, *Bilingual Students, English (Second Language), *Language Proficiency, *Mexican Americans, *Performance Tests, Spanish, *Spanish Speaking.

Identifiers—*Language Facility Test, Texas.

The Language Facility Test was administered to 48 preschool children in Head Start classes in Ft. Worth, Texas, to determine (1) if the spontaneous production of English speech would be better after the bilingual children were first allowed to perform in Spanish, and (2) if the English language performance of the Mexican-American bilingual children would be better when tested by a Mexican-American examiner, rather than an Anglo-American examiner. Results of the study showed that (1) pupils performed better with a Mexican-American examiner and (2) children performed better in English after initial performance in a similar task in Spanish. Recommendations were that: (1) bilingual education be made mandatory, (2) new material on bilingual education be made available, (3) English be taught as a second language to bilingual children, (4) teachers be fluent in both languages, and (5) under-achieving Spanish-speaking children be tested in Spanish as well as in English to determine more accurately their potential and specific needs. A survey of related studies is included. (CM)

ED 026 194 RC 003 146

An Overall Education Plan for Rural Alaska. Alaska Governor's Committee on Education, Juneau.

Pub Date 28 Feb 66. Note—37p. Available from—State Department of Education, 326 Alaska Office Building, Juneau, Alaska 99801.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Centralization, *Educational Disadvantage, *Facility Requirements, Family School Relationship, Grants, Rural Areas, *Rural Education, Rural Population, Rural Schools, School Construction, School Improvement, *School Redistricting, *Small Schools, Social Disadvantage, State Departments of Education.

Identifiers—*Alaska, Bureau of Indian Affairs.

A report submitted by the Alaskan Governor's Committee on Education indicates that the quality of education in rural schools, both state-sponsored and Bureau of Indian Affairs-sponsored, is in need of improvement. This plan for school reorganization in Alaska recommends consolidation of small rural schools in favor of wider curricular offerings afforded by larger schools; all public schools of Alaska are ultimately to be subordinated to State control, including Bureau of Indian Affairs schools. The plan outlines criteria for establishing elementary, junior high, and regular and regional boarding high schools. The report concludes that a need exists for establishing

regional comprehensive high schools with dormitory facilities to accommodate those students from remote areas who presently are being deprived of a secondary education due to lack of facilities. (DA)

ED 026 195 RC 003 148

Owens, Charles S. Bass, Willard P. *The American Indian High School Dropout in the Southwest.*

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Jan 69.

Contract—8-MC-1420C0366

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*American Indians, *Data Collection, *Dropout Research, Federal Programs, *High School Students, Private Schools, Public Schools, *Statistical Surveys, Student Mobility, Tables (Data).

Identifiers—Arizona, Colorado, Nevada, New Mexico, Oklahoma, *Southwest, Utah.

American Indian students who were enrolled in the eighth grade in the 1962-63 school year in a six-state area of the Southwest were studied through 1967 to determine the percentages of high school dropouts and graduates from public, private, and Bureau of Indian Affairs schools. Of the sample of 1217, dropout levels were not identified for 9 students. The overall dropout rate was 38.7 with no significant difference between sexes. Individual dropout rates were determined by sex for the 6 different states and for different Indian tribes having 25 or more students in the study. (JH)

ED 026 196 RC 003 151

Schroeder, William R. And Others. *Great Plains School District Organization Project. Project Report for Nebraska.*

Great Plains School District Organization Project, Lincoln, Nebr.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 68.

Note—125p.

EDRS Price MF-\$0.50 HC-\$6.35

Descriptors—*Administrative Organization, Educational History, Educational Trends, Education Service Centers, *Guidelines, Rural Areas, Rural Schools, School Demography, *School Redistricting, *School Size, Small Schools, *State School District Relationship.

Identifiers—*Nebraska.

This study of Nebraska's existing school structure (i.e., costs, curriculum offerings, and organization) is part of an interstate project on school district reorganization. Historical development of education in Nebraska and national trends in school district reorganization are discussed. Seven guidelines for planning and implementing a statewide program of school district reorganization are presented. Suggestions are made for legislation and for further study in areas of organization for technical training, organizational structure for 13th and 14th years of education, coordination of higher education, and organization of metropolitan, urban, and suburban areas. A bibliography and list of project position papers are appended. (JH)

ED 026 197 RC 003 181

Buckley, Helen. And Others. *The Indians and Metis of Northern Saskatchewan. A Report on Economic and Social Development.*

Canadian Centre for Community Studies, Saskatoon (Saskatchewan).

Pub Date 63.

Note—121p.

Available from—Centre for Community Studies, Saskatoon, Saskatchewan, Canada (\$1.00).

Document Not Available from EDRS.

Descriptors—Administrative Organization, *American Indians, Cultural Background, Cultural Disadvantage, *Economic Development, Economic Disadvantage, *Educational Improvement, Improvement Programs, *Rural Development, Rural Economics, *Rural Education, Social Development, Social Disadvantage, Vocational Rehabilitation.

A 1960-63 research project surveyed cultural, social, and economic backgrounds of the primarily Metis and Treaty Indian populations of northern Saskatchewan, Canada. Data were ob-

tained through interviews and consultations with people living and working in the North; published and unpublished government reports and documents were also utilized. After examining governmental policies and their effects, and overall economic prospects for the region, a developmental plan was proposed which emphasized the need for (1) new skills and resources, (2) help for existing industries, and (3) the reorganization of all educational opportunities, especially adult and vocational training. Projected estimates of cost benefits involved larger than usual budgets for the North. If, however, there were no new programs forthcoming within the next 5 years, welfare costs would likely double. Appendices contain population data, program requirements, and a description of the proposed Northern development plan. (BR)

ED 026 198

RE 001 259

Aaron, Robert L.
Early Childhood Education.

Pub Date Apr 68

Note—30p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Beginning Reading, *Disadvantaged Youth, Early Childhood Education, Early Experience, Early Reading, *Language Development, *Prereading Experience, *Preschool Children, *Preschool Programs, Reading Skills

The Research and Development Center of the University of Georgia investigated the behavioral differences among advantaged and disadvantaged preschool children as part of an attempt to develop the most efficient way of assuring success at the first-grade level. A comparative study of a preschool stimulation program and the traditional kindergarten program was made. The socioeconomic status of the subjects was considered. While other studies on preschool children conducted at the Research and Development Center are cited, only the tabulated results for a selected sample are presented and discussed. These results indicate that the disadvantaged group of the stimulated preschool program was superior to the advantaged group of the traditional kindergarten program in auditory memory, book-related behaviors, letter and word reading, and writing behaviors. This paper reviews earlier studies on early reading and preschool programs and includes 25 references and a chart summarizing selected experimental preschool programs and their results. (NS)

ED 026 199

RE 001 265

Smith, Kenneth J. Truby, Henry M.
Dialectal Variance Interferes with Reading Instruction

Pub Date 25 Apr 68

Note—11p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Auditory Discrimination, Disadvantaged Youth, *Graphemes, *Language Patterns, Nonstandard Dialects, *Phonemes, Pronunciation, Spelling, *Teacher Education

Recently the relevance of dialectological study to reading instruction has become apparent. The teacher speaks one language while the child, often disadvantaged, speaks another. The ability to identify utterances is attributed to human tolerance called the phoneme concept, a generalization of a potentially infinite number of sounds into a small number of speech sound concepts or classes. When a group agrees on a body of phonemes, it shares a particular phonemic inventory. In learning a second language, the individual usually substitutes those sounds not existing in his own tongue with similar ones present in his own native inventory. A similar situation exists between standard English and its dialects. If a phoneme-grapheme correspondence is to be taught, the phonemes used as reference patterns must be determined. The usual tests to determine auditory discrimination are based on inadequate phonetic knowledge. Teacher training should include dialectology, speech sound analysis, and the concept of phonemes. A good reading teacher must either learn the child's dialect or teach him the standard dialect as a second language. (WL)

ED 026 200

RE 001 272

Zaaske, Arnold
The Diagnosis of Sensory-Motor Disabilities.

Pub Date Apr 68

Note—9p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Developmental Programs, *Diagnostic Tests, *Elementary School Students, *Perceptual Motor Learning, Reading Tests, Remedial Instruction, Screening Tests, *Testing Programs, Test Interpretation

The importance of motor and perceptual learning in the educational process is discussed. It is hypothesized that an internalization of sensory-motor learnings is important to the perceptual and cognitive development of a child. Developmental and corrective motor training by physical educationalists is suggested. It is concluded that although the test battery by de Hirsch, Jansky, and Langford has a practical use, further development and validation are necessary before it can be used effectively by teachers and clinicians. On the basis of present knowledge, use of the Bender Motor Gestalt Test or the Berry Test of Visual-Motor Integration, the Wepman Auditory Discrimination Test, the de Hirsch Categories Test and the Murphy-Durrell Letter Names Test are suggested as a screening device for first- and second-grade children. The Berry Test of Visual-Motor Integration, the Goodenough-Harris Drawing Test, classroom observation of the "Strauss Syndrome," the Wepman Auditory Discrimination Test, a spelling test, and the Durrell Visual Memory of Words Test are suggested for other elementary grades. References are listed. (BS)

ED 026 201

RE 001 275

Williams, Richard P.
Expanding Practices in Secondary Reading In-Service Programs.

Pub Date Apr 68

Note—17p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Developmental Reading, *Inservice Programs, *Inservice Teacher Education, *Reading Instruction, *Secondary School Teachers, Summer Institutes, *Teacher Workshops

Identifiers—New Mexico State University

The expansion of developmental reading programs into the secondary grades requires qualified and trained secondary reading teachers. This need is presently being met by local school districts through the operation of inservice training programs. The following observations of these programs are reported: (1) the secondary reading program is now advancing as rapidly as the elementary program, (2) local school districts state their own needs and problems and establish their own goals for inservice programs held in cooperation with a university, (3) more personnel and specialists are being involved in team programs, (4) continuous total staff programs are replacing 1-day seminars and teacher inservice programs, (5) regional and national inservice programs involve specialists across the nation, and (6) program content is moving away from reading instructional techniques toward a consideration of the total learning process. The inservice programs of New Mexico State University and Las Cruces Public Schools, New Mexico, are cited. (NS)

ED 026 202

RE 001 288

Bolvin, John O.
Individually Prescribed Instruction—Reading Program.

Pub Date Apr 68

Note—16p.; Paper presented at College Reading Association conference, Knoxville, Tenn., April 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Behavioral Objectives, *Computer Assisted Instruction, Developmental Reading, *Elementary Grades, Individual Instruction, Individualized Programs, *Individualized Reading, Reading Diagnosis, *Sequential Reading Programs

Identifiers—Learning Research and Development Center, University of Pittsburgh

A program of individually prescribed reading instruction is described. The model to provide for this individualization consists of the following components: (1) sequentially established curricular objectives stated in behavior terms, (2) a procedure and process for diagnosis of achievement in terms of the objectives, (3) the necessary materials for individualizing learning to provide a

variety of paths for mastering any given objective, (4) a system for individually prescribing the learning tasks that the student is ready to undertake, (5) the total school environment including teacher functions and school organization, and (6) strategies for continuous evaluation and feedback of information for teacher decision making. Date collection, record keeping, and the use of information by teachers are essential aspects of this program. Computer assisted management for this project will be in operation by September 1968. (KJ)

ED 026 203

RE 001 289

Wark, David M.
An Automated Individualized Diagnostic for College Centers.

Pub Date Apr 68

Note—13p.; Paper presented at College Reading Association conference, Knoxville, Tennessee, April 4-6, 1968.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Autoinstructional Aids, *Autoinstructional Programs, Counseling Services, Diagnostic Tests, *Individualized Instruction, *Reading Diagnosis, Reading Improvement, *Remedial Reading, Self Evaluation

Identifiers—Automated Individualized Diagnosis System

A self-diagnostic system called the Automated Individualized Diagnosis System (AID) tested at the Reading and Study Skills Center, University of Minnesota, was designed to replace the human counselor. It consists of an answer sheet, a Self-Analysis Profile Blank, and an audio tape which helps the student derive his reading profile and select the practice materials he needs. Three trials conducted showed that the system had no adverse effect on the length of contact the students had with the reading program. The students were generally satisfied with the system's efficiency in giving specific information on profiling reading ability and using this profile as the basis of diagnosis and remediation. However, they felt that the presence of a human counselor would add warmth, friendliness, and a feeling of security. Like other automated instructional systems, the AID fails in the affective domain. (NS)

ED 026 204

RE 001 293

Holland, Aurora B.
Evaluative Criteria for Secondary School Libraries.

Pub Date 26 Apr 68

Note—11p. Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Audiovisual Aids, *Library Facilities, Library Materials, *Library Programs, Library Research, Library Services, Library Standards, Microfilm, Resource Materials, *Secondary School Students

Because of increased school enrollment and the explosion of knowledge in recent years, adequate secondary school libraries assume great importance in today's educational programs. In order for the library to best serve the student, adequate provisions for the selection of instructional materials and equipment should be provided. Provision should be made for circulating all types of materials for overnight use. Adequate time for library use should be provided all students during the school day; the library should be accessible to them in the evenings and on weekends and holidays. Teachers should cooperate with the librarian in planning library services and should familiarize themselves with resource material holdings in their subject areas. Funds available to purchase audiovisual materials should be used. Microfilming and microreading should be utilized to compensate for limited storage space. No library program can be completely successful without the interest and support of the school board, the principal, the superintendent, the teachers, and the librarian. (BS)

ED 026 205

RE 001 294

Jan-Tausch, Evelyn
Discovery and Measurement of Interests in Reading.

Pub Date Apr 68

Note—14p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Evaluation Methods, *Interests, Interest Scales, *Interest Tests, Literature, *Reading Interests, *Student Interests

The development of an instrument to assess the reading interests of individual children is described. The instrument devised consists of 36 illustrations judged to involve 12 themes. It was assumed that a student's selection of certain preferred illustrations would be an expression of his identification with the major thematic content of the picture. To evaluate these Thematic-Content Illustrations as a means of determining individual interests, the selections made on three instruments by 100 seventh-grade pupils, 50 girls and 50 boys, were compared. Student's choices of illustrations and their selections from 48 fictitious titles and summaries which the investigator created to fit the 12 thematic categories and from a published "Literature Sampler" are reported. References are included. (RJ)

ED 026 206 RE 001 300

Case, Rosemary Hart

A Reading Program for Gifted Students in the Senior High School.

Pub Date 25 Apr 68

Note—11p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Discussion Groups, *High School Students, Independent Reading, *Individualized Reading, *Reading Programs, Social Adjustment, *Superior Students, Supplementary Reading Materials, Teacher Guidance, Teacher Influence

A reading program for the intellectually gifted high school student must have an individualized, challenging approach that will enlarge the students range of interests, knowledge, and ideas. It should supplement his assigned classes, yet provide freedom of personal choice. It should offer an opportunity for group discussion among peers. The teacher should be an enthusiastic, gifted person who can guide the student in social and intellectual growth and who can encourage an appreciation of reading that will motivate the student to assume personal responsibility for a continuing program. However, to be successful, such a program must have the support of the school's administration, counselors, and teachers. (BS)

ED 026 207 RE 001 301

Carter, Homer L. J.

Determining Consequential Factors in Diagnosis.

Pub Date 25 Apr 68

Note—16p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Clinical Diagnosis, Evaluation Techniques, Identification, Prediction, *Reading Difficulty, *Research Methodology, *Teaching Models

The acts of diagnosis described in this paper aid in the determination of relevant, material, and consequential factors in a clinical study. These acts, which are not necessarily sequential, are identification, assumption, rejection, acceptance, discovery, explanation, prediction, and verification. The clinician with this model in mind will be able to determine more objectively what is relevant, material, and consequential. Insignificant details can be swept aside, and a clear-cut sequence of factors leading to the disability can become apparent. All of this should be completed before treatment and instructional measures are initiated. An illustrative case study is reported. (Author/BS)

ED 026 208 RE 001 306

Baker, Eva L.

Methodological Considerations for Future Reading Research.

Pub Date Apr 68

Note—12p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Behavioral Objectives, Predictive Measurement, Prereading Experience, Reading Achievement, Reading Programs, *Reading Readiness, *Reading Readiness Tests, Reading Skills

The following criticism of current practices for determining reading readiness are discussed: (1) the variables measured by readiness tests are in

many cases unrelated to instruction, (2) while the variables measured are correlated with reading achievement, this association does not attribute causality, and (3) the criterion selected for measuring reading achievement is often an achievement test written to maximize individual differences rather than to measure success in a given program. The subcomponents or prerequisites of a particular reading program need to be developed through research. A criterion-referenced test could be developed which would measure the skills that should be mastered before formal instruction is begun. (RJ)

ED 026 209 RE 001 307

Manning, John C.

Inductive Concepts of Teacher Education—The Undergraduate Reading Methods Course.

Pub Date Apr 68

Note—12p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Beginning Teachers, College School Cooperation, *Inductive Methods, Learning Experience, Microteaching, *Preservice Education, *Reading Instruction, *Teacher Education, *Teacher Education Curriculum, Teaching Methods, Teaching Programs

An inductive reading methods course was offered to 30 junior elementary education students at the University of Minnesota in 1966. Course objectives and procedures were planned with cooperating public school personnel. As preparation for tutoring, the university students were instructed in methods of informal reading diagnosis and in the compilation of necessary materials. Under the supervision of the course instructor, the student teachers conducted individual tutoring sessions with 30 remedial reading students. Critical discussions of instructional problems followed. Under the cooperative supervision of the elementary principal, the cooperating teacher, and the course instructor, the university students conducted group reading instruction. It was concluded that clearer communication should be established between methods course instructors and cooperating school personnel. College students should be provided a more extensive and diversified program for reading methods. Student teachers should have some monetary provision for purchasing necessary teaching materials, and transportation to and from teaching centers should be furnished. (BS)

ED 026 210 RE 001 308

Raciti, Domenica G.

Critical Reading Techniques in Elementary School.

Pub Date Apr 68

Note—5p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Creative Reading, *Critical Reading, *Questioning Techniques, *Reading Comprehension, Reading Instruction, Teaching Techniques

The following levels of reading are defined: (1) decoding, (2) literal comprehension, (3) interpretation, and (4) creative thought. The technique of raising open end questions is discussed, and sample questions are provided for each of the above levels. Eleven specific critical reading skills related to level 3 are listed. (CM)

ED 026 211 RE 001 313

McGinnis, Dorothy J.

Making the Most of Informal Inventories.

Pub Date Apr 68

Note—15p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Attitude Tests, *Evaluation Techniques, *Informal Reading Inventory, *Oral Reading, Student Attitudes, *Student Evaluation, Tests

Informal inventories emphasize observing a child's behavior and performance in order to draw inferences about factors affecting his achievement in all areas. Suggestions are given for some uses of informal inventories, teacher-designed measures, and adaptations of such tests as the Minnesota Rate of Manipulation Test and the Gray's Oral Reading Paragraphs. Some ways to improve reliability and validity are suggested.

A few techniques for identifying and interpreting behavior are given. A case study illustrating the use of boy's comments during informal reading testing is reported. References are included. (CM)

ED 026 212 RE 001 334

Dolan, Sister Mary Edward

The Effect of Federal Fellowship and Institute Programs in Reading.

Pub Date 26 Apr 68

Note—19p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Federal Programs, *Inservice Teacher Education, Microteaching, Personnel Selection, Program Content, *Program Evaluation, *Reading Instruction, Teacher Education Curriculum, Teacher Improvement

Identifiers—Experienced Teacher Fellowship Programs in Reading, National Defense Education Act Institutes

The basic components of National Defense Education Act (NDEA) Institutes and Experienced Teacher Fellowship Programs in Reading are discussed; their contributions to the teaching of reading are evaluated. Their curricula center around core reading courses, substantive content, and supervised experiences with children. Working with the programs are instructional and supervisory staff, teachers, scholars, and reading specialists who are selected on the basis of their potential contributions to the program. Constant evaluation is maintained. Specific programs are described in detail, and evaluation findings are noted. It is concluded that such programs are valuable assets to the teaching of reading. It is proposed that they be pilot programs for future graduate instruction. References and charts of specific evaluation data are included. (BS)

ED 026 213 RE 001 338

Connor, John J.

Supplementary Education Center.

Pub Date Apr 68

Note—14p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Elementary Grades, *Federal Aid, Inservice Teacher Education, Instructional Materials, Reading Diagnosis, *Reading Instruction, Reading Materials, Remedial Reading, *Remedial Reading Clinics

Identifiers—Elementary And Secondary Education Act, Title III

The Supplementary Education Center of Worcester, Massachusetts, a Title III project, is a reading clinic designed to help seriously retarded readers. Its objectives are to provide a systematic diagnostic system, an individualized instructional program, a continuing evaluation of reading and instructional materials, and a training ground for classroom teachers. The diagnostic information utilized includes case history data, physical and emotional data, general and potential capacity levels, and present achievement levels for each child. Referral conferences include the principal, the classroom teacher, the remedial reading teacher, and two reading clinic teachers. Individualized instruction is provided for 30 to 40 minutes four times weekly. There is continuous evaluation of materials. One-week inservice teacher training familiarizes classroom teachers with the diagnostic and remedial techniques used. Since its beginning in October 1967, 26 children from grades 2 to 5 have been enrolled. Sixteen have been dismissed as no longer in need of specialized help. References are listed. (BS)

ED 026 214 RE 001 346

Toussaint, Isabella H.

Summer Programs.

Pub Date 25 Apr 68

Note—11p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Early Experience, Early Reading, Experience Charts, *Language Experience Approach, *Prereading Experience, *Preschool Children, *Preschool Programs, Readiness, *Reading Readiness

An intensive 6-week summer readiness program held in the Beaver Area School District, Beaver,

Pennsylvania, developed linguistic facility among 15 preschool children. Daily activities included discussion, picture study, creative arts, field trips, developing experience charts, and other nonlanguage arts activities. A combined experiential, visual-phonetic, and kinesthetic approach was used with a variety of instructional materials. The most distinctive feature of the program was the use of primary typewriters during the daily 20-minute typing period. Teacher aids supervised classroom activities and joined the field trips to help each child sharpen his observational powers, enrich his vocabulary, improve his language facility, and record observations for developing experience charts. At the end of the term, the children's physical, social, and mental readiness for first-grade work was evaluated by the team of teachers, and recommendations were made. First-grade test results favored intensive readiness training using the experiential approach for preschool children. (NS)

ED 026 215 RE 001 351

Schoeller, Arthur W.

State Patterns in Wisconsin for Improving Reading Instruction Through the Certification of Reading Teachers, Specialists, and Supervisors.

Pub Date 25 Apr 68

Note—11p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Developmental Reading, *Reading Consultants, Remedial Reading, *Remedial Teachers, State Licensing Boards, *State Standards, *Teacher Certification, Teacher Education, *Teacher Education Curriculum

Identifiers—Wisconsin State Reading Association
Wisconsin's 1968 certification proposal for reading teachers, specialists, and supervisors is described in detail. A three-step sequence of advanced course work and direct experience in the field are proposed to prepare qualified personnel for the state schools. The proposal includes (1) recommendations for changing and improving the present requirements for the certification of remedial reading teachers, (2) special certification requirements for new teachers (a three-credit-hour course in reading is required), (3) requirements for certification as a reading teacher III—a full-time reading teacher (3 years' teaching experience and an M.A. or its equivalent in advanced courses are required), (4) requirements for certification as a reading specialist II—a reading consultant or diagnostician (the same preparation as reading teacher III plus a sixth year of specified graduate study are required), and (5) requirements for certification as a supervisory reading specialist I—supervisor (the same preparation as a reading specialist II plus a seventh year leading to a Ph.D. or its equivalent are required). This proposal is in accord with the recommendations of the International Reading Association's (IRA) Professional Standards Committee and, if accepted, will place Wisconsin's certification at a higher level than the IRA requirements. (BS)

ED 026 216 RE 001 354

Overfield, Ruth

The State's Role in Improving Reading Instruction—A State Pattern in California.

Pub Date 25 Apr 68

Note—10p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Primary Grades, Professional Training, Reading Diagnosis, *Reading Instruction, Reading Programs, Remedial Reading Programs, Scholarship Funds, School Libraries, *State Aid, *State Laws, *Teacher Education, Teacher Employment

Identifiers—Miller-Unruh Reading Act of 1965

The Miller-Unruh Reading Act of 1965 was passed to promote the prevention and early correction of reading difficulties and the achievement of high quality education in California. The law provides for the employment of teachers specifically trained to teach reading, for monetary incentive to encourage such training, and for the establishment and maintenance of school libraries. All districts receiving equalization aid may participate in the program to provide for specialist teachers who are classroom teachers given special instruction in the teaching of reading. These specialist teachers work with first-grade

children to prevent reading difficulties and do remedial work with small groups of second and third graders. Districts that receive aid are allowed to plan their own reading programs with the stipulation that they meet the basic requirements of the California State Board of Education. In the program's first year, 1966-67, 53 districts employed 252 specialist teachers, absorbed 238 scholarships, and participated in 193 courses and workshops. In the second year, 224 districts applied with requests for 950 specialist teachers. This figure is expected to triple in the 1968-69 year. (BS)

ED 026 217

Macmillan, Robert W.

A Study of the Effect of Socioeconomic Factors on the School Achievement of Spanish-Speaking School Beginners.

Pub Date Apr 68

Note—8p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Academic Achievement, *Attendance, Family Income, Family Structure, *Grade 1, *Mexican Americans, Preschool Education, Sex Differences, *Socioeconomic Background

The following socioeconomic variables were investigated as significant predictors of school achievement for Spanish-speaking children: (1) occupation of mother or father (the major wage earner), (2) family size, (3) family organization, (4) sex of child, (5) preschool experience, and (6) attendance record. School achievement was determined with the Metropolitan Readiness Test, Form A. Data on first-grade subjects with Spanish surnames were collected from 16 elementary schools in San Antonio, Texas. Attendance data were collected for Negro, upper-class Anglo, and middle-class Anglo pupils. It was found that knowledge of the socioeconomic variables listed above contributed significantly to the prediction of achievement. When the variables were considered separately, significant relationships were found between the parent's occupation and achievement and between attendance and achievement. When attendance was analyzed in relation to the other variables, there was a significant correlation only with the parent's occupation. The Mexican-American group was inclined to attend more often than the Negro group and less often than the Anglo groups in the first grade. (WL)

ED 026 218

Weir, Leona Scott

IRA and Reading Certification in Ohio.

Pub Date 25 Apr 68

Note—14p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Credentials, Preservice Education, *Reading, Reading Instruction, *Teacher Certificates, *Teacher Certification, Teacher Education, *Teacher Qualifications

Since November 1966, the Research Committee of Ohio Council of the International Reading Association (IRA) has been working for Reading Certification in Ohio. By December 1967, contact was established with the State Department of Education through the Division of Teacher Education and Certification, and definite plans for recommendations for certification were made. Certification problems in teacher shortage, time elements, and impersonal factors were studied; standards that would establish reading as a specialized area by certification were decided on. Three educators involved in college reading selected required subject areas and recommended a minimum of three semester hours each in Survey of Reading, Diagnosis and Correction of Reading Disabilities, and Laboratory Practice in Reading Improvement. Final recommendations were sent to interested people in Ohio and a hearing has been scheduled for consideration of the recommendations. (NS)

ED 026 219

Fry, Edward

How Effective is Programmed Instruction in Teaching of Reading?

Pub Date 27 Apr 68

Note—30p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

RE 001 362

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Evaluation, Individual Instruction, Industry, Mechanical Teaching Aids, *Programmed Instruction, *Reading Research

The history and general principles of programmed instruction are surveyed. Research literature published on the topic is cited and the declining frequency of articles appearing on the subject is noted. Some reasons for the growing use of programmed instruction in industry are discussed. A plea for better evaluation measures is made. The use of programmed instruction as a teacher aid and as a means of individualized instruction is affirmed. References, data tables, and sample programmed frames are included. (BS)

ED 026 220

Norris, Mildred W. Messeri, John H.

Sights, Sounds, Senses in Step With Reading. Primer.

Joint County System of Cedar, Johnson, Linn, and Washington Counties, Cedar Rapids. Instructional Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Grant—OEG-3-7-703316-4983

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Alphabets, *Beginning Reading, *Bibliographies, *Childrens Books, Family Life, Fantasy, *Films, *Phonograph Records, Poetry, Short Stories, Transportation

This ESEA Title III bibliography presents books, films, filmstrips, and records that correlate with stories from preprimers. The list of books is prepared from the suggested lists of the Ginn, Houghton Mifflin, Lippincott, and Scott, Foresman reading series. The bibliography includes sections about the alphabet, animals, family life, fantasy, and helpers. Also included are sections of picture stories, poetry, short stories, and stories about travel and transportation. The selections are listed alphabetically by author within each section. (RT)

ED 026 221

Norris, Mildred W. Messeri, John H.

Sights, Sounds, Senses in Step with Reading. Primer.

Joint County System of Cedar, Johnson, Linn, and Washington Counties, Cedar Rapids. Instructional Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Grant—OEG-3-7-703316-4983

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Beginning Reading, *Bibliographies, *Childrens Books, Family Life, Fantasy, Fiction, *Films, Natural Resources, *Phonograph Records, Poetry, Transportation

This Title III bibliography presents books, films, filmstrips, and records that correlate with stories from primers. The list of books is prepared from the suggested lists of the Ginn, Houghton Mifflin, Lippincott, and Scott, Foresman reading series. The bibliography includes sections about animals, birthdays, cowboys, fantasy, helpers, holidays, home and friends, and nature. Also included are sections of stories and poetry, travel and transportation, and picture books. The selections are listed alphabetically by author within each section. (RT)

ED 026 222

Norris, Mildred W. Messeri, John H.

Sights, Sounds, Senses in Step with Reading. Grade 1.

Joint County System of Cedar, Johnson, Linn, and Washington Counties, Cedar Rapids. Instructional Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Grant—OEG-3-7-703316-4983

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Bibliographies, *Childrens Books, Family Life, Fantasy, *Films, *Grade 1, Jobs, Natural Resources, *Phonograph Records, Poetry, Short Stories, Transportation

This Title III bibliography presents books, films, filmstrips, and records that correlate with stories from selected first-grade basic reading books. The list of books is prepared from the suggested lists of the Ginn, Houghton Mifflin, Lippincott, and

Scott, Foresman reading series. The bibliography includes sections about animals, birthdays, fantasy, home and family, and nature. Also included are sections of poetry, short stories, travel and transportation, and workers. The selections are listed alphabetically by author within each section. (RT)

ED 026 223

RE 001 517

Flax, Nathan
Visual Function in Dyslexia.

Pub Date Sep 68

Note—14p.

Journal Cit—*Amer J Optom & Arch Amer Acad*

Optom; v45 n9 p574-87 Sep 1968

Document Not Available from EDRS.

Descriptors—*Dyslexia, Eye Hand Coordination, Eye Voice Span, *Retarded Readers, *Vision, Visual Acuity, Visual Discrimination, Visual Perception

Using published research data, the problem of the seriously retarded reader was examined to determine the role of vision. The most obvious visual factors such as acuity and refractive error did not seem related to the problem. Impairment of visual skills such as fusion and accommodation did seem to contribute to reading difficulty, but such defects were not primary factors in extreme cases of reading disability. Other visual functions such as form perception, visuo-motor control, and the ability to match visual and verbal configurations might be more closely associated with dyslexia. A bibliography is included. (Author/BS)

ED 026 224

RE 001 520

Cleary, Florence D. And Others

The Effect of a Librarian-Centered Reading Guidance Program on the Reading Skills and Habits of Elementary School Pupils. Final Report.

University of South Florida, Tampa.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-7-1215

Pub Date Aug 68

Grant—OEG-7-7-071215-5078

Note—112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—*Grade 5, *Library Instruction, *Library Programs, *Reading Development, Reading Habits, Reading Interests, Reading Skills

The effects of a strong librarian-centered reading guidance program on the reading habits and skills of elementary school pupils were studied. Seventy-nine fifth graders in a rural Florida school were divided into three matched groups according to eye-movement photography scores. Experimental group A received a library reading guidance program and a 10-minute circulation privilege weekly. Group B had a scheduled library period, no formal reading guidance program, and a 10-minute circulation privilege each week. Group C had the 10-minute circulation privilege only. Subjects were pretested in September 1967 and post-tested in May 1968. Reading habits, interests, and attitudes were evaluated by an inventory which indicated marked changes favoring group A. The Durrell Analysis of Reading Difficulty, the Iowa Every-Pupil Test of Basic Skills, and the Gates Reading Survey measured reading skill changes. Subtest gains equally favored groups A and C, but the .05 level of significance was not reached. An .05 level of significance was found for group A in producing greater growth of the academically talented and less detrimental effects on the slower learners. The study concluded (1) that the traditional library period was ineffective, (2) that librarian-centered developmental reading guidance programs (K-6) were needed, and (3) that reading efficiency must be improved. (RT)

ED 026 225

RE 001 530

Stauffer, Russell G., Ed.

The First Grade Reading Studies: Findings of Individual Investigations.

International Reading Association, Newark, Delaware.

Pub Date 67

Note—165p.

Available from—International Reading Association, 6 Tyne Ave., Newark, Delaware 19711 (\$3.00 to members, \$3.50 to nonmembers).

Document Not Available from EDRS.

Descriptors—Basic Reading, Beginning Reading, Disadvantaged Youth, *Grade 1, Grouping (In-

structional Purposes), Individualized Reading, Initial Teaching Alphabet, Inservice Programs, Language Experience Approach, *Reading Achievement, *Reading Instruction, *Reading Programs, Reading Readiness, *Reading Research, Spanish Speaking, Teaching Methods
Twenty-seven summaries of first-grade reading studies sponsored by the United States Office of Education are included. The studies, done in the 1964-65 school year, were made in different localities, and each was concerned with a different problem. More than one-half of the directors were full-time college professors; a few were senior authors of basic reading series; and some were known to be staunch advocates of a particular approach. Included for study are: (1) comparisons of first-grade reading achievement using such approaches as basal readers, i/t/a, the diacritical marking system, linguistic readers, and language arts; (2) descriptions of programs for disadvantaged, Spanish-speaking, low success potential, and rural community groups; (3) comparisons of classroom organizational patterns, including individual and group instruction; (4) descriptions of inservice programs and reading consultant supervision methods; (5) explanation of a longitudinal reading readiness program; (6) comparisons of the reading achievement of boys and girls; and (7) discussions of growth in word element perception and the relation of language structure to meaning using various approaches. The coordinating center's role is described, and recommendations are made for future central and uniform control of individual study methods, statistical procedures, and other variables. (Author/CM)

ED 026 226

RE 001 537

Otto, Wayne Smith, Richard

Junior and Senior High School Teachers' Attitudes Toward Teaching Reading in the Content Areas.

Pub Date Dec 68

Note—11p; Paper presented at National Reading Conference meeting, Los Angeles, December 5-7, 1968.

Available from—To be published in the 1968 Yearbook of the National Reading Conference.

Document Not Available from EDRS.

Descriptors—*Content Reading, *Reading Instruction, Reading Programs, *Secondary Education, Secondary School Teachers, *Teacher Attitudes

A 14-item inventory was designed to determine the attitudes of secondary teachers toward the teaching of reading by checking their perceptions of their personal role in content area reading instruction, their personal preparation and ability to teach reading, the actual task of teaching reading skills, and the role of reading specialists at the secondary level. Respondents were 87 faculty members from Wisconsin junior and senior high schools. An analysis of each item is presented on a 5-point scale, ranging from strongly agree to strongly disagree. The inventory showed that teachers recognized the need for a continuation of reading instruction at the secondary level, that they were willing to accept the responsibility for teaching reading in the content areas, and that they felt a need for more training to do the job. References are included. (JB)

ED 026 227

RE 001 538

Rankin, Earl F. Dale, Lothar H.

Cloze Residual Gain—A Technique for Measuring Learning Through Reading.

Pub Date Dec 68

Note—15p; This paper was presented at the National Reading Conference Meeting, Los Angeles, December 5-7, 1968.

Available from—This paper will be published in the Eighteenth Yearbook of the National Reading Conference.

Document Not Available from EDRS.

Descriptors—*Achievement Gains, *Cloze Procedure, Correlation, Individual Differences, *Learning, *Reading, Reading Achievement, Reading Tests

One hundred and seventy-four Texas Christian University developmental reading students participated in an investigation which applied the residual gain technique to individual reading gains as measured by the cloze procedure. Comparisons were made between cloze crude gains and cloze residual gains and between cloze tests constructed with lexical versus structural deletions. Correlations of gains with a multiple-choice knowledge test and with the Davis Reading Test

were studied. The following conclusions were reached: (1) the cloze test was a valid measure of prereading and post-reading knowledge; (2) the cloze test was a highly sensitive measure of reading gain; (3) the use of the residual gain technique was justified; (4) there was a significant negative correlation between initial status and cloze crude gains, but no correlation between initial status and cloze residual gains; (5) cloze crude residual gains did not bear a meaningful relationship to post-reading knowledge tests or to standardized reading tests; (6) structural cloze residual gains did bear a desirably low but significant correlation with post-reading tests and standardized reading tests; and (7) lexical cloze residual gains were related to post-reading knowledge tests but not to standardized reading tests. References are included. (BS)

ED 026 228

RE 001 539

Ott, Elizabeth
Instructional Improvement Program in Language and Reading for Selected Subculture Groups in the Southwest.

Pub Date [68]

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Bilingualism, *Curriculum, Dialects, Educationally Disadvantaged, *Language Development, *Language Instruction, *Language Programs, Second Language Learning, Teacher Education

An instructional improvement program in language and reading designed for children deficient in three language areas is described. These children, verbally destitute due to a restricted environment and lack of models and stimulation, users of nonstandard English, possessors of underdeveloped language due to unconceptualized experiences, or bilingual and deficient in both languages, are found to have limited success using abstract symbolism which is foreign to them in terms of experiences and language. The program's plan of development, objectives, teacher education, philosophy, elements, and curriculum design are explained in detail. Emphasis is placed on developing communication skills in a standard English dialect, with simultaneous training in the students' native language. Content stresses universal values. (JB)

ED 026 229

RE 001 541

Binkley, Ed

First Grade Entrance Variables Related to Achievement and Personality. A Study of Culturally Deprived Fourth Graders.

Nashville-Davidson County Metropolitan Public Schools, Tenn. Div. of Psychological Services.

Pub Date May 67

Note—116p.

EDRS Price MF-\$0.50 HC-\$5.90

Descriptors—*Academic Achievement, Age, Arithmetic, *Comparative Analysis, *Cultural Disadvantage, *Grade 4, *Personal Adjustment, Race, Readiness, Reading, Spelling

The effects of age, readiness, sex, and race variables in first grade on the later reading, spelling, and arithmetic achievement and on the personal, social, and total adjustment of 1,110 culturally deprived fourth-grade pupils were studied. Readiness levels were determined by the Metropolitan Readiness Test; achievement areas were measured by the Metropolitan Achievement Test; and personality adjustment was measured by the California Test of Personality. A 4x3x2 and a 4x3x2x2 factorial design were used to analyze the data. Chronological age significantly affected only the reading scores of Negro pupils. Readiness differences significantly affected all achievement scores and personal and total adjustment, but had no significant effects on social adjustment. There were significant differences, favoring girls, in reading, spelling, social adjustment, and total adjustment. Significant differences, favoring white pupils, occurred in all three achievement areas, but no differences were noted in adjustment. Significant interactions, educational implications, suggestions for further research, and an extensive bibliography are included. (RT)

ED 026 230

RE 001 543

ESEA Title I Evaluation Report—Wichita Program for Educationally Deprived Children, Summer 1968.

Wichita Unified School District 259, Kans.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—PROJ-68046

Pub Date Sep 68

Note—166p.

EDRS Price MF-\$0.75 HC-\$8.40

Descriptors—Art Education, Business Education, *Educationally Disadvantaged, Industrial Arts, Language Arts, Physical Education, *Program Descriptions, *Program Evaluation, Reading Programs, Recreational Activities, Science Education, *Summer Programs

A Title I/ESEA summer project for educationally deprived children (K-6) in Wichita, Kansas, is described and evaluated. One major objective of the project was reading improvement. Other objectives included improving the children's verbal functions, self-image, attitude toward school and education, daily attendance, physical and nutritional health, and social and emotional stability. The summer project was composed of a program for delinquent and neglected children, a post-kindergarten program, a summer camp program, a nature study program, and a home repair and improvement program. Objectives, procedures, evaluation strategy, data presentation, and comments about the results are noted for each activity. Checklists, tables, and questionnaires used for evaluative interpretations are included. A collection of nonstandardized data-gathering instruments is contained in the appendix. (RT)

ED 026 231

RE 001 544

ESEA Title I Evaluation Report—Wichita Program for Educationally Deprived Children, September 1967-May 1968.

Wichita Unified School District 259, Kans.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—PROJ-68046

Pub Date Sep 68

Note—274p.

EDRS Price MF-\$1.25 HC-\$13.80

Descriptors—Art Education, Corrective Reading, Delinquency Prevention, *Educationally Disadvantaged, *Elementary Schools, Food Service, Industrial Arts, Library Services, Music Education, Personal Adjustment, Physical Education, *Program Descriptions, *Program Evaluation, *Secondary Schools

A Title I/ESEA project designed and conducted to meet the needs of educationally deprived children (K-12) in Wichita, Kansas, is described and evaluated. The major focus of the project was on improvements in reading, but additional objectives included improving the children's verbal functions, self-image, attitude toward school and education, daily attendance, physical and nutritional health, and social and emotional stability. Included for each activity are objectives, procedures, evaluation strategy, data presentation, and comments about the results. Examples of nonstandardized data-gathering instruments and a test of musical discrimination are included in the appendix. (RT)

ED 026 232

RE 001 546

Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Division of Elementary Education.

Los Angeles Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Sep 68

Note—188p.

EDRS Price MF-\$0.75 HC-\$9.50

Descriptors—Counseling Services, *Culturally Disadvantaged, *Economically Disadvantaged, *Elementary Grades, English (Second Language), Enrichment Programs, *Federal Programs, Language Arts, Preschool Education, *Program Evaluation, Reading Consultants

Los Angeles Unified School District elementary school activities funded during 1967-68 under Title I/ESEA are evaluated in this volume. English language arts and prekindergarten activities, the two major areas included in the evaluation reports, are divided into the following components which represent a 3-year continuing implementation: (1) reading specialists (public and nonpublic schools), (2) English as a second language (public and nonpublic schools), (3) teacher-librarians, (4) enrichment, (5) kindergarten, (6) preschool, (7) counseling services, (8) interschool enrichment program, and (9) parish day school activities for children with reading deficiencies. Each component report includes description, objectives, implementation, evaluation, conclusions, and recommendations. The

evaluation design for each component report is given in addendum A; number and grade level of pupil participants, number of adults involved, and component cost are given in addendum B; and supplemental data, in addendum C. An appendix includes evaluation forms and instruments used for data collection. (BS)

ED 026 233

RE 001 547

Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Division of Secondary Education.

Los Angeles Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Sep 68

Note—644p.

EDRS Price MF-\$2.50 HC-\$32.30

Descriptors—Communication Skills, Counseling, *Culturally Disadvantaged, *Economically Disadvantaged, *Federal Programs, Fine Arts, Instructional Materials, *Program Evaluation, Reading Achievement, *Secondary Grades

Los Angeles Unified School District secondary school activities funded during 1967-68 under Title I/ESEA are evaluated in this volume. Selected public and nonpublic schools served pupils through 32 activities in achievement (reading and other communicative skills), counseling (attitude and self-image improvement), fine arts (music and art), and instructional materials (new materials for students with special learning needs). Human relations workshops promoted multicultural understandings among pupils and adults. The reading and counseling components continued remedial work begun in 1966. Each component report includes description, objectives, implementation, evaluation, conclusions, and recommendations. The evaluation design for each component is given in addendum A; number and grade level of pupil participants, number of adults involved, and project cost are given in addendum B; and supplemental data, in addendum C. An appendix includes evaluation forms and instruments used for data collection. (BS)

ED 026 234

RE 001 548

Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Special Education and Supportive Services.

Los Angeles Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Sep 68

Note—301p.

EDRS Price MF-\$1.25 HC-\$15.15

Descriptors—Child Welfare, Community Services, *Disadvantaged Groups, *Elementary Grades, *Federal Programs, Health Services, *Program Evaluation, *Secondary Grades, Special Education

Los Angeles Unified School District special education and supportive services activities funded during 1967-68 under Title I/ESEA are evaluated in this volume. Special education components culminated in a nongraded educational assessment-service center. Supportive services components included health services, child welfare and attendance services, and Office of Urban Affairs activities designed to improve home, school, and community relations. Each component report includes description, objectives, implementation, evaluation, conclusions, and recommendations. The evaluation design for each component report is given in addendum A; number and grade level of pupil participants, number of adults involved, and component cost are given in addendum B; and supplemental data, in addendum C. An appendix includes evaluation forms and instruments used for data collection. (BS)

ED 026 235

RE 001 549

Los Angeles Unified School District ESEA Title I Components - Summer 1968. Evaluation Reports.

Los Angeles Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 21 Oct 68

Note—333p.

EDRS Price MF-\$1.25 HC-\$16.75

Descriptors—Community Services, Curriculum Development, *Disadvantaged Groups, *Elementary Grades, Enrichment Programs, *Federal Programs, *Program Evaluation, *Secondary Grades, Special Education, Special Services

Los Angeles Unified School District components funded under Title I/ESEA and implemented primarily during the summer of 1968 are evaluated in this volume. Seven elementary level programs concentrated on educational enrichment for pupils, human relations and instructional technique development for staff, and new curriculum material development for the district. Secondary level programs emphasized instruction, curriculum, counseling workshops, an incentive program for pupils with a foreign language background, and a pilot administration training component. Major efforts in special education were focused on experimentation and assessment-service center concept development. Supportive services efforts were directed toward neglected and delinquent children housed in institutions, multicultural leadership camp programs, conversational Spanish workshops, a human relations workshop, teacher training in coordination of volunteer services, and a guide for education aides. Each component report includes description, objectives, implementation, evaluation, conclusions, and recommendations. The detailed research design for each activity report is given in addendum A; supplemental data, in addendum B. An appendix includes evaluation forms and instruments used for data collection. (BS)

ED 026 236

SE 004 576

Guidelines for Mathematics in the Secondary School

South Carolina State Dept. of Education, Columbia.

Pub Date 65

Note—136p.

EDRS Price MF-\$0.75 HC-\$6.90

Descriptors—Advanced Programs, Algebra, Analytic Geometry, Course Content, Curriculum, *Curriculum Guides, Geometry, Instruction, Instructional Materials, *Mathematics, *Number Concepts, Number Systems, *Secondary School Mathematics

Identifiers—South Carolina

This guide contains an outline of topics to be included in individual subject areas in secondary school mathematics and some specific suggestions for teaching them. Areas covered include—(1) fundamentals of mathematics included in seventh and eighth grades and general mathematics in the high school, (2) algebra concepts for courses one and two, (3) geometry, and (4) advanced mathematics. The guide was written with the following purposes in mind—(1) to assist local groups to have a basis on which to plan a mathematics course of study, (2) to give individual teachers an overview of a particular course or several courses, and (3) to provide specific suggestions for teaching such topics. (RP)

ED 026 237

SE 004 578

Guidelines for Mathematics in the Elementary School

South Carolina State Dept. of Education, Columbia.

Pub Date 64

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Arithmetic, *Curriculum, *Curriculum Guides, *Elementary School Mathematics, Geometry, *Mathematics, Number Concepts, *Textbook Content, Textbook Evaluation

Identifiers—South Carolina, State Department of Education

This publication identifies some of the underlying ideas relevant to improved mathematics programs of the elementary school. This publication does not prescribe a course of study. It does, however, provide ideas to assist school personnel in their analysis of mathematics programs and textbooks. It presents an orderly outline of topics and concepts of the improved mathematics programs of the elementary school. Included are (1) some of the major mathematical content that presently constitutes elementary mathematics textbooks, and (2) a set of criteria to be considered in the selection of textbooks. (RP)

ED 026 238

24

SE 004 641

Balabanian, Norman

Line Integral of a Vector.

Syracuse Univ., N.Y. Dept. of Electrical Engineering.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0796

Pub Date 65

Contract—OEC-4-10-102

Note—75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—*College Mathematics, *Engineering, *Instructional Materials, Mathematics, Physics, *Programed Instruction, *Programed Texts
Identifiers—Electrical Engineering Department, Syracuse University

This programed booklet is designed for the engineering student who understands and can use vector and unit vector notation, components of a vector, parallel law of vector addition, and the dot product of two vectors. Content begins with work done by a force in moving a body a certain distance along some path. For each of the examples and problem solving discussions there is given a path whose equation in terms of the coordinates is known and a mathematical expression for the direction and magnitude of the applied force. Through such a series of examples and problem solving discussions, the student is led to the idea of the line integral of a vector. (RP)

ED 026 239 24 SE 004 643

Kirwin, Gerald J.
Inductors and Inductance-Resistance Networks.
Syracuse Univ., N.Y. Dept. of Electrical Engineering.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-5-0796

Pub Date 65

Contract—OEC-4-10-102

Note—153p.

EDRS Price MF-\$0.75 HC-\$7.75

Descriptors—*College Science, *Electricity, *Engineering, *Instructional Materials, Physics, *Programed Instruction
Identifiers—Electrical Engineering Department, Syracuse University

This programed booklet presents ideas related to inductors and inductance-resistance networks. It is designed for the engineering student who is familiar with differential equations and electrical networks. A variety of cases are considered with the idea of developing in the student a broad acquaintance with the inductor response. The booklet is divided into the following parts—(1) Real and Ideal Inductors, (2) A Limit to Inductor Current Change, (3) Changing Current and Voltage in Inductors, (4) Energy Storage in the Inductor, (5) Solving for the Current, and (6) Review. (RP)

ED 026 240 24 SE 004 644

Balabanian, Norman
Root, Augustin A.
Sinusoids and Phasors.
Syracuse Univ., N.Y. Dept. of Electrical Engineering.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-5-0796

Pub Date 64

Contract—OEC-4-10-102

Note—102p.

EDRS Price MF-\$0.50 HC-\$5.20

Descriptors—*College Mathematics, *Engineering, *Instructional Materials, *Mathematics, *Programed Instruction, *Programed Texts
Identifiers—Electrical Engineering Department, Syracuse University

This programed booklet is designed for the engineering student who is familiar with integral calculus and electrical networks. The first portion of this booklet is concerned with sinusoids, their properties, and their mathematical and graphical representations. The second portion is concerned with phasors and the mathematical relationship between phasors and sinusoids. Opportunity is provided for the student (1) to see how the use of phasors can simplify the work of adding or subtracting sinusoids of the same frequency, and (2) to see how different forms of the same expression emphasize different characteristics of the function. (RP)

ED 026 241 24 SE 004 646

LePage, Wilbur R.
Transient Response of a Second Order System Using State Variables.
Syracuse Univ., N.Y. Dept. of Electrical Engineering.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-5-0796

Pub Date 65

Contract—OEC-4-10-102

Note—128p.

EDRS Price MF-\$0.75 HC-\$6.50

Descriptors—*College Science, *Electricity, *Engineering, *Instructional Materials, Physics, *Programed Instruction

Identifiers—Electrical Engineering Department, Syracuse University, United States Office of Education

This programed booklet is designed for the engineering student who is familiar with the techniques of integral calculus and electrical networks. The booklet teaches how to determine the current and voltages across a resistor, inductor, and capacitor after the switch in a network has been closed. This is a classical problem in engineering, the solution of which is obtained in the classical sense by first determining the current and then obtaining voltages from three well known relations. The classical approach has two significant limitations—(1) it does not emphasize physical principles and (2) it does not readily lend itself to extension to nonlinear cases. For these reasons, this booklet presents a more modern approach where the solution is obtained simultaneously for the current and voltage across the capacitor. (RP)

ED 026 242 SE 004 868

Palmer, Henry Benjamin Abiodun
Indicating Essentials of Secondary School Algebra: A Comparative Analysis of British, United States, and Entebbe Programs.
University of Southern California, Los Angeles.

Pub Date 67

Note—179p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-5876, Microfilm \$3.00, Xerography \$8.20).

Document Not Available from EDRS.

Descriptors—*Algebra, Comparative Analysis, *Curriculum, Evaluation, Instruction, Mathematical Concepts, *Mathematics, *Secondary School Mathematics
Identifiers—Africa, England, Entebbe Program, United States

The purpose of this study was to investigate the areas of agreement or disagreement in teaching secondary school algebra in England and the United States. Textbooks were read and analyzed for the purpose of obtaining data related to the concepts included, and also for noting major developmental steps which occurred in each textbook series. Among the conclusions reported were (1) that areas of agreement in secondary school mathematics should occupy an increasingly important place in curricula construction and evaluation, (2) that the English and United States test items probe more often for students' understanding than do the Entebbe test items, and (3) that some items, such as complex fractions, are adversely left out of the curricula. Recommendations and implications include the following: (1) American teachers prefer to emphasize the logical aspect and make abstract definitions at an earlier stage, while the reverse trend seems to be in evidence in England. (2) For a student who is considering a college preparatory algebra program, a list can be presented to illustrate the kind of knowledge, understanding, and skill he must have to succeed. (RP)

ED 026 243 SE 004 917

Jacobson, Willard Kondo, Allan
SCIS Elementary Science Sourcebook.
California Univ., Berkeley. Science Curriculum Improvement Study.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 68

Note—137p.

Available from—Science Curriculum Improvement Study, University of California, Berkeley 94720

Document Not Available from EDRS.

Descriptors—Biology, *Curriculum, *Elementary School Science, Physical Sciences, *Program Descriptions, *Science Course Improvement Project, Scientific Concepts, Teacher Education, *Teaching Guides

Identifiers—Science Course Improvement Study
This sourcebook provides direction for the elementary school teacher in working with Science Curriculum Improvement Study (SCIS) materials. It focuses on providing insight into the underlying rationale for these materials and on providing suggestions for the implementation of the program in the classroom. Part One provides a brief

overview of the program and the materials. Part Two relates the program to (1) the current state of development of elementary school science, (2) the nature of science, (3) the psychology of learning, (4) approaches to teaching, and (5) school administration. Part Three discusses how the program relates to various conceptual areas of the scientific enterprise such as interaction, relativity, and systems. Part Four discusses the program's laboratory activities and contains numerous suggestions for implementing these activities in the classroom. Appended are suggestions to the teacher for the implementation of specific segments of the program, equipment lists, and a bibliography. (RS)

ED 026 244 SE 004 966

Annual Report of the National Science Foundation on Contract NSF-C414 Task III July 1966 through June 1967.

American Chemical Society, Columbus, Ohio. Chemical Abstracts Service.

Pub Date Jun 67

Note—56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—*Abstracts, *Annual Reports, *Chemistry, Information Dissemination, Information Processing, *Information Science
Identifiers—American Chemical Society, Chemical Abstracts Service, Columbus, National Science Foundation, Ohio

This Annual Report describes in detail the work performed during the first year of Task III of Contract NSF-C414 and the present status of Task III work. The programs and achievements described constitute the first significant efforts to develop a user-oriented, cooperative program between major secondary scientific and technical information services—the Chemical Abstracts Service (CAS) information system and the National Library of Medicine's (NLM) MEDLARS—in conjunction with a large user of chemical and bio-medical information, the Food and Drug Administration (FDA). Experimental and developmental efforts have resulted in three new computer systems being instituted to produce the NLM Output Tape, the Desktop Analysis Tools, and to determine and assign automatically terms for MEDLARS. In addition, CAS has performed 59,698 registrations. These have contributed data on 21,110 substances that were new to the Chemical Abstracts Service files. (BC)

ED 026 245 SE 005 101

Allen, Leslie Robert
An Examination of the Classificatory Ability of Children Who Have Been Exposed to One of the "New" Elementary Science Programs.

California Univ., Berkeley.

Pub Date 67

Note—139p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-25, Microfilm \$3.00, Xerography \$6.60).

Document Not Available from EDRS.

Descriptors—*Classification, *Cognitive Processes, *Concept Formation, Doctoral Theses, Elementary School Science, Grade 2, Grade 3, Grade 4, *Program Evaluation, *Science Course Improvement Project
Identifiers—Science Curriculum Improvement Study

Compared on classificatory ability were the performances of children in grades 2-4 who had been exposed to the Science Curriculum Improvement Study (SCIS) program for two years and children who had not. No significant differences in performance either quantitatively or qualitatively were detected. It was concluded that the grouping and classificatory exercises provided by the SCIS program were redundant, and it was suggested that practice be offered in hierarchical reclassification and the transfer of classificatory skills. (GR)

ED 026 246 SE 005 106

Brusini, Joseph Anthony
An Experimental Study of the Development of Science Continuum Concepts in Upper Elementary and Junior High School Children.

Northwestern Univ., Evanston, Ill.

Pub Date 66

Note—125p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 66-13961, Microfilm \$3.00, Xerography \$6.00).

Document Not Available from EDRS.

Descriptors—*Concept Formation, Conceptual Schemes, Doctoral Theses, *Earth Science, *Elementary School Science, Elementary School Students, *Scientific Concepts, *Secondary School Science, Student Characteristics

Investigated was the ability of children at different grade levels to develop and form an abstract science concept which required the recognition of a continuum. Direction in forming the continuum was given by having children order a number of pictures to form the continuum which represented the cycle. The ability to form such a concept was associated highly with the amount of direction given the child and to a lesser degree with age. Correlations between age, intelligence, and the ability to form the concept were low. (GR)

ED 026 247

SE 005 114

Crawley, Harold B., Jr.
The Status of Science Education in Iowa High Schools

Iowa Univ., Iowa City.

Pub Date 67

Note—187p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 68-914, Microfilm \$3.00, Xerography \$8.60).

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Doctoral Theses, Enrollment Trends, *Science Education, *Secondary School Science, *State Surveys, Teacher Characteristics, Textbooks

Identifiers—Iowa
Compared was the status of science education in high schools in the state of Iowa during the 1957-58 and 1966-67 school years. Data for 1967 were obtained from the State Department of Public Instruction and from visits to 60 schools. Some of the findings related to students and teachers are (1) schools offered more science courses in 1967 than 1958, (2) the percentage of pupils enrolled in science courses in 1967 was nearly the same as in 1958, (3) physical science enrollment increased while enrollments in other areas declined, and (4) teachers in the 1967 study had more semester hours in science, more graduate credit in science, and lighter teaching loads. Findings also showed increases in (1) science budgets, (2) use of audiovisuals, and (3) newer texts used. (BC)

ED 026 248

SE 005 118

Diysi, Hubert Mongameli

An Exploratory Investigation of Certain Affective Behaviors Associated with the Learning of Science.

Illinois Univ., Urbana.

Pub Date 66

Note—127p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 67-6603, Microfilm \$3.00, Xerography \$6.20).

Document Not Available from EDRS.

Descriptors—*Able Students, Doctoral Theses, *Elementary School Science, *Instruction, *Learning, Science Courses, *Student Behavior, Student Characteristics

Identifiers—Interests and Ideas
Affective behaviors among 20 gifted students in day-to-day science classroom and laboratory situations were investigated. The course studied was developed at the University of Illinois with the support of the Illinois Demonstration Program for Gifted Children. Data were collected by direct observation, an interview, and a written test. Students were observed four at a time for 30 minutes and their behaviors were recorded. Observations were summarized in anecdotal form and were made over an eight-week period. The interview, conducted at the end of eight weeks, elicited students' opinions about difficulty, usefulness, and appeal of the science they had learned. "Interests and Ideas," a measure of student attitudes toward science, was also administered at this time. The results included (1) students who showed considerable involvement in designing experiments tended to do so when engaged in investigations and discussions, (2) student activity peaks were associated with the introduction of new topics, and (3) in stress situations students exerted themselves more and rarely sought teacher help. (BC)

ED 026 249

SE 005 125

Gunnels, Frances Goodrich

A Study of the Development in Logical Judgments in Science of Successful and Unsuccessful Problem Solvers in Grades Four Through Nine.

Alabama Univ., University.

Pub Date 67

Note—119p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-1044, Microfilm \$3.00, Xerography \$5.80).

Document Not Available from EDRS.

Descriptors—*Cognitive Processes, Doctoral Theses, *Elementary School Science, *Learning, Logical Thinking, *Problem Solving, *Secondary School Science

Identifiers—Piaget

Investigated were the inferences that children draw from science tests and their relation to the intuitive, concrete and formal levels of thinking and mental development postulated by Piaget. It was found that the older the pupil is, both chronologically and mentally, or the higher his grade placement, the more frequently he uses the formal level of operational thought in solving problems. Also, successful problem solvers in grades 4-9 operate at a higher level of operational thought than do unsuccessful problem solvers when solving science problems. The data supported Piaget's findings regarding levels of development, with each level a necessary prelude to the following level. (GR)

ED 026 250

SE 005 162

Reese, Willard Francis

A Comparison of Interest Level and Problem Solving Accuracy Generated by Single Concept Inductive and Deductive Science Films, Research Study Number 1.

Colorado State College, Greeley.

Pub Date 66

Note—169p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 67-1128, Microfilm \$3.00, Xerography \$7.80).

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Comparative Analysis, Deductive Methods, Doctoral Theses, *Elementary School Science, Films, Grade 4, Grade 5, Grade 6, Inductive Methods, *Instruction, *Instructional Television, Physics, Sex Differences

Compared were inductive and deductive sequencing of stimulus material to produce two single concept films. The concept developed was "The longer the pendulum's arm, the more slowly the pendulum swings." Each film contained the same number of identical scenes; only the sequencing of their order of presentation was altered to provide the two different approaches to the same concept. Covert responses to the films were measured by pupilometrics. No significant differences between the two methods were discovered on either the initial test answers or the retention test scores. Girls did significantly better with the deductive method, whereas boys did significantly better with the inductive method. In an adjunctive study, using a television presentation of the film to 1,670 children, findings for grade 5 and 6 were similar. Grade 4 children showed significantly better work with the deductive approach. It was concluded that (1) while the grade 4 children had not reached the level of formal operations, grade 5 and 6 children had and (2) the more structured deductive approach was more efficient for teaching factual information to girls and to children prior to the stage of formal operations. (GR)

ED 026 251

SE 005 168

Schultz, Richard William

The Role of Cognitive Organizers in the Facilitation of Concept Learning in Elementary School Science.

Purdue Univ., Lafayette, Ind.

Pub Date 66

Note—200p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 67-5495, Microfilm \$3.00, Xerography \$9.00).

Document Not Available from EDRS.

Descriptors—Achievement, *Cognitive Processes, *Concept Formation, Doctoral Theses, *Elementary School Science, Grade 6, *Learning

Identifiers—Iowa Tests of Basic Skills

Studied was the effect of advance organizers, as defined by Ausubel, on the learning of concepts

in science. Sixth grade classes studied two sequences of major concept-centered learning tasks developed by the investigator. The first had 12 lessons about energy forms and transformations; the second had five about photosynthesis and respiration as components of cell metabolism. Prior to each learning task the experimental classes were presented with an advance organizer. The first organizer introduced the principle of energy conservation to aid in learning subsequent material. The second organizer, presented between the learning tasks, explicitly related the two learning tasks. Evidence was inconclusive regarding the general role of advance organizers, though it appeared that the advance organizers facilitated learning when pupils lacked the analytic ability necessary to reorganize information independently into suitable clear, inclusive and stable cognitive structures. The study also showed that science information considerably beyond usual limits of elementary school curriculum is within the information processing capabilities of sixth grade pupils when it is presented in carefully structured and sequenced form based on major science concepts. (GR)

ED 026 252

SE 005 184

Wagner, Barlett Adam

The Responses of Economically Advantaged and Economically Disadvantaged Sixth Grade Pupils to Science Demonstrations.

Connecticut Univ., Storrs.

Pub Date 67

Note—206p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-1421, Microfilm \$3.00, Xerography \$9.45).

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement, Culturally Disadvantaged, Doctoral Theses, Economically Disadvantaged, *Elementary School Science, *Instruction, Laboratory Experiments, *Socioeconomic Background, *Student Characteristics

Compared were written, oral, and construction responses to science demonstrations of economically advantaged and disadvantaged sixth grade students. The study was designed to gain a greater understanding of academic performance of disadvantaged pupils in elementary school science. Five demonstrations were presented to each pupil, who then wrote about, told about or constructed (by arranging plastic templates based on pictorial applications) suitable applications of the demonstrations. Advantaged and disadvantaged pupils differed significantly in their suitable written and oral responses, but no significant difference existed in construction responses. Findings suggest that disadvantaged pupils understand and can communicate their understanding of science concepts when placed in situations requiring limited verbal responses. Also, instructional procedures that capitalize on the individual abilities of pupils might compensate for the restricted backgrounds of disadvantaged pupils. The study compares three alternative methods which may be used for evaluating science instruction with advantaged and disadvantaged sixth grade pupils. (GR)

ED 026 253

SE 005 190

Price, LaMar

An Investigation of the Transfer of an Elementary Science Process.

University of Southern California, Los Angeles.

Pub Date 68

Note—135p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-10246, Microfilm \$3.00, Xerography \$6.40).

Document Not Available from EDRS.

Descriptors—*Cognitive Processes, *Discovery Processes, Doctoral Theses, *Elementary School Science, Inquiry Training, Instruction, *Learning, Manipulative Materials, Object Manipulation, *Secondary School Science, *Transfer of Training

Identifiers—Los Angeles County Science Project

Investigated was the readiness of fifth, seventh, and eighth graders trained to empirically gather data by manipulating objects and materials with their hands, and to transfer this skill to a problem situation outside the classroom. After one semester's training in the science process under investigation, the increase in the use of the strate-

gy of self-directed manipulation was statistically insignificant in the test situation. Gifted children showed no higher incidence of empirical data gathering processes or transfer than children of "normal" range of IQ; boys tended to manipulate objects to gain information more frequently than girls. (GR)

ED 026 254

SE 005 277

Shelby, Betty And Others
Desert Life, Experimental Edition Prepared for Testing in the Primary Grades.

Wellesley Public Schools, Mass. Center for Collaborative Learning Media Packages.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Biology, Curriculum Development, *Elementary School Science, Grade 1, Grade 2, *Instructional Materials, *Science Activities, *Teaching Guides

This unit and teacher's guide were prepared for use with primary grade children. The activities include the construction of a desert terrarium, the study of cacti, and the use of animal sort cards. A special section is devoted to the way parents can help with the unit. A detailed list of needed materials is provided in the guide. This work was prepared under ESEA Title III contract. (BC)

ED 026 255

SE 005 426

Christian, Floyd T.
Safety in the Science Laboratory, A Guide.

Florida State Dept. of Education, Tallahassee.

Report No.—Bull-74

Pub Date 68

Note—93p.

Available from—Florida State Department of Education, Tallahassee

Document Not Available from EDRS.

Descriptors—*Elementary School Science, *Instructional Materials, Laboratory Safety, *Safety, *Secondary School Science

Identifiers—Florida, State Department of Education

The bulletin was prepared as a general guide to encourage the use of safe practices in science laboratories in Florida schools. The guide begins with an outline of recommended emergency procedures. Chapter I discusses the importance of safety in the science program. Chapter II discusses handling and storage of equipment, and designing laboratory facilities. Chapter III discusses safety with particular types of laboratory activities including those involving plants, animals, heat, electricity, radioactive materials, and chemicals. Ten appendices, including a list of Poison Control Centers in the State of Florida, are included. (BC)

ED 026 256

SE 005 627

About BSCS Biology.
Biological Sciences Curriculum Study, Boulder, Colo.

Pub Date Aug 67

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Biology, *Curriculum Development, Educational Objectives, Evaluation, Instruction, Instructional Materials, *Program Descriptions, *Science Course Improvement Project, *Secondary School Science

Identifiers—Biological Sciences Curriculum Study

Seventy-five of the most common questions concerning the Biological Sciences Curriculum Study (BSCS) are answered in this publication. Questions range from fundamental ones concerning the history of the project, objectives, and availability of materials to those of a more singular interest such as the distribution of the royalties from the sale of the books. In addition, lists of BSCS publications available both commercially and free from BSCS headquarters are provided. (BC)

ED 026 257

SE 005 750

Adams, Richard And Others
Teacher's Guide to the Strassenburgh Planetarium. Earth-Space Science Education Center, Fairport, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Note—112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—*Astronomy, *Earth Science, Educational Programs, Elementary School Science, *Instruction, Physical Sciences, *Planetariums, *Program Descriptions, *Science Activities, Secondary School Science, Teaching Guides

This guide is designed to assist teachers of the intermediate level grades in the preparation of students to visit the Strassenburgh Planetarium. This initial preparation and follow-up are essential because the programs are given to groups of 240 students and consequently there is little opportunity for individual discussion with the planetarium instructor. The materials are coordinated with the five 1968-69 planetarium school programs: (1) Earth, Sun and Moon; (2) All About Planets; (3) Exploring the Universe; (4) Sky-Scanning; and (5) Man in Space. The materials for each program provide statements of student behavioral outcomes, activities for the attainment of these outcomes, selected references, and suggestions for evaluation. Also provided are a description of the planetarium, the services it renders, and the arrangements to be made prior to a visitation. Appended are (1) a bibliography, (2) an extensive list of appropriate audiovisual materials and their sources, (3) a glossary, and (4) an equipment list. This work was prepared under ESEA Title III contract. (RS)

ED 026 258

SE 005 755

Poorman, Lawrence Eugene

A Comparative Study of the Effectiveness of a Multi-Media Systems Approach to Harvard Project Physics with Traditional Approaches to Harvard Project Physics.

Indiana Univ., Bloomington.

Pub Date 67

Note—194p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-4745, Microfilm \$3.00, Xerography \$8.80).

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Doctoral Theses, *Instruction, *Physics, Program Evaluation, Science Course Improvement Project, *Secondary School Science, Teacher Characteristics

Identifiers—Harvard Project Physics, Physics Achievement Test

Investigated were the effects of a carefully sequenced program of integrated media on achievement and affective responses of students in a multi-media systems approach to Harvard Project Physics. Five Harvard Project teacher field consultants were selected to teach the multi-media package, and five others were selected as comparison teachers to teach the unit in the traditional way. Teacher characteristics, school and community types, and teacher experience were closely matched. Achievement differences between groups were insignificant but slight achievement differences did exist between classes. High and low achievers in the multi-media classes showed gains higher than students from the same groups in comparison classes. The multi-media systems approach provided a way of integrating a variety of media and methods related to individual instruction sequenced to fit a prescribed time period without decrease in achievement gains. The multi-media approach increased interest and increased level of enthusiasm in studying Harvard Project Physics. (GR)

ED 026 259

SE 005 765

Wilson, George Franklin

Pupil Attitudes and Pupil Achievement Resulting from Certain Biological Sciences Curriculum Materials.

University of Southern California, Los Angeles.

Pub Date 68

Note—165p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-12064, Microfilm \$3.00, Xerography \$7.60).

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Biology, Catholic High Schools, Doctoral Theses, *Instruction, Science Course Improvement Project, *Secondary School Science, *Student Attitudes, Student Interests

Identifiers—Biological Sciences Curriculum Study, Processes of Science Test

Investigated were (1) how participation in a particular program in biology affected student attitudes toward science and toward the study of science, and (2) whether the student participants

in this program developed an understanding of the processes of science. Students in six high schools were involved in this investigation. An investigator-developed questionnaire assessing attitudes toward science was administered twice during the year. Data also included student reports of critical incidents and pre and post-scores from the Processes of Science Test. The results indicated that (1) high interest in science at the outset was maintained throughout the instructional period; (2) interest intensity increased for girls, but not for boys; (3) three of the 136 elements composing the instructional semi-system were accepted by students as especially worthwhile; and (4) that students strengthened their self-image as science students, but that this was not clearly accompanied by a commensurate increase in their actual abilities in science. Concluded were that (1) students found value in long-term projects involving a clearly defined central theme carried throughout a series of investigations and (2) laboratory activities and teacher-student conversations relating biology to student affairs were of value. (RS)

ED 026 260

SE 005 769

Johnson, Gordon Phillip

An Integrated Two Year Chemistry-Physics Course Compared with Consecutively Taught Separate Courses.

Minnesota Univ., Minneapolis.

Pub Date 68

Note—310p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-12264, Microfilm \$4.00, Xerography \$13.95).

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Achievement, Chemistry, *Curriculum Development, *Instruction, *Physical Sciences, Physics, *Secondary School Science

Identifiers—Chemical Education Materials Study, Iowa Tests of Educational Development, Physical Science Study Committee, Test on Understanding Science

Compared was the effectiveness of a two-year integrated chemistry-physics course with a two-year sequence of separate courses, in developing understanding of chemistry and physics concepts, understanding science and its methods, and reactions to the study of science. Both groups used the content, materials and instructional approach of the Chemical Education Materials Study (CHEMS) and the Physical Science Study Committee (PSSC) programs, but the integrated course was organized to eliminate overlap, show interrelatedness, permit more logical development of concepts, and allow opportunity for integration of the two disciplines. Significant differences favored the experimental group on knowledge achievement and application of physics and chemistry principles, but significant differences were not obtained on the "Test On Understanding Science." Differences detected were due to greater retention of chemistry concepts and better understanding of certain highly interdependent physics-chemistry concepts. (GR)

ED 026 261

SE 005 776

Kallemeyn, LeRoy Willard

An Analysis of Subject Matter Content of High School Physics Courses in Selected Schools of Nebraska.

Nebraska Univ., Lincoln. Teachers Coll.

Pub Date 68

Note—184p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-11583, Microfilm \$3.00, Xerography \$8.40).

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Conventional Instruction, *Course Content, *Curriculum, Doctoral Theses, *Physics, Science Course Improvement Project, *Secondary School Science, State Surveys

Identifiers—Physical Science Study Committee

Determined were the kinds of physics study items used, and the emphasis placed per item, by both the Physical Science Study Committee (PSSC) teachers and the teachers of traditional physics materials in the state of Nebraska. A questionnaire was sent to teachers from the largest 100 schools, ranked by total enrollment, and to fifty other teachers from schools chosen at random. For analysis the items were separated in

the categories of (1) theoretical, (2) technological, and (3) humanistic. The findings indicated that (1) traditional materials were being used by 86 teachers and PSSC materials by 39; (2) the same text and materials were being used in 71 per cent of the traditional courses; (3) items stressing the humanities were used negligibly in both approaches; (4) theoretical items received the greatest emphasis in both approaches; (5) both approaches used a great majority of the technological items, but the traditional approach used them to a significantly greater extent; (6) new areas of physics such as aerospace technology received little emphasis in either program; and (7) students were not being exposed to the biographical sketches of scientists or to the social implications of science. (RS)

ED 026 262

SE 005 777

Marin, Martin

A Comparison of the Performance of High School Physics Students Using Closely Directed Experiments with that of Students Using Open Ended Experiments.

New York Univ., N.Y.

Pub Date 68

Note—66p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-11799, Microfilm \$3.00, Xerography \$3.80).

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Inductive Methods, *Inquiry Training, *Instruction, *Physics, *Secondary School Science

Compared were the effects of open-ended experiments and closely directed laboratory experiments in high school physics on concept comprehension, laboratory performance, and achievement in problem solving. Test instruments for evaluating concept comprehension and problem solving were constructed from relevant items in the New York Regents Physics examination, while the instrument for comparing laboratory skill was a performance test with individual tasks of varying complexity. No significant statistical differences were obtained on any of these tests. (GR)

ED 026 263

SE 005 847

Cubberley-Lockheed Science Project Final Report, Volume III, Phase II System Specifications.

Cubberley (Elwood P.) Senior High School, Palo Alto, Calif.; Lockheed Missiles and Space Co., Sunnyvale, Calif. Education Systems; Palo Alto Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date Apr 68

Contract—OEC-4-7-673011-2862

Note—186p.

EDRS Price MF-\$0.75 HC-\$9.40

Descriptors—*Biological Sciences, *Curriculum Development, *Earth Science, Educational Objectives, Evaluation, Instruction, Instructional Materials, Science Facilities, *Secondary School Science, Student Characteristics, *Systems Approach

Identifiers—Lockheed Missiles and Space Company, Palo Alto Unified School District

This project report outlines the specifications for the various aspects of the Cubberley-Lockheed Instructional System, a pilot secondary science learning system specifically for the earth/life sciences. Part I of the report presents a discussion of the general specifications for the Phase II System which emphasizes individualized instruction. Part II, Carrel Design and Performance Requirements, contains considerable data which led to the development of Carrel design specifications. Room design is discussed in Part III. Part IV considers instructional package specifications. In this part of the report instructional objectives are outlined, the testing program is discussed, and sections are devoted to teacher and student instructional responsibilities. Instructional media are discussed in Part V, and evaluation and personnel specifications are detailed in Parts VI and VII respectively. This work was prepared under ESEA Title III contract. (BC)

ED 026 264

SE 005 911

Gueringer, June

Teacher's Guides for Grade 7-Biosphere and Grade 8-Geoscope.

Edgewood Independent School District, San Antonio, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date 68

Note—74p.

EDRS Price MF-\$0.50 HC-\$3.80

Descriptors—*Biology, *Earth Science, Grade 7, Grade 8, *Instructional Television, *Secondary School Science, *Teaching Guides

Provided are two teacher's guides for coordinating classroom instruction with two instructional television series, each consisting of thirty 15-minute lessons. One guide entitled "Biosphere" is for use with seventh grade life science while the other guide entitled "Geoscope" is for use with eighth grade earth science. Each guide provides suggestions for coordinating the telecasts with classroom instruction, general information about the T-V series, information about the T-V instructor, a statement about the text with which the series is coordinated, and a student lesson outline for each lesson of the series. The lesson outlines are for individual student use and are directed at focusing student attention on specific intended outcomes of the lesson. This work was prepared under ESEA Title III contract. (RS)

ED 026 265

24

SE 005 952

Skinner, Ray, Jr.

An Experimental Study of the Effects of Different Combinations of Television Presentations and Classroom Teacher Follow-up on the Achievement and Interest in Science of Fifth Graders.

Ohio Univ., Athens.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-E-079

Pub Date Sep 68

Grant—OEG-3-7-070079-3028

Note—178p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 67-9429, Microfilm \$3.00, Xerography \$8.20).

Document Not Available from EDRS.

Descriptors—Academic Achievement, Achievement, *Audiovisual Aids, Comparative Analysis, Deductive Methods, Earth Science, *Educational Television, *Elementary School Science, Grade 5, Inductive Methods, Inquiry Training, *Instruction, Instructional Materials, Instructional Media, Motivation, Student Science Interests, *Teaching Procedures, *Television Instruction

Identifiers—Bureau of Research, Office of Education, U. S. Department of Health, Education, and Welfare

Four combinations of two types of television lessons and two methods of classroom teacher follow-up were studied in order to identify how combinations of treatment affected pupil achievement and interest in science and how television instruction motivated learning in elementary schools. Pupils who were presented with unanswered questions designed to arouse curiosity and interest in science regardless of type of teacher follow-up, achieved significantly higher results on tests than pupils who viewed the same substantive material, presented in a direct expository manner giving explanations of phenomena. This involving 888 pupils indicated that television lessons and teacher follow up, supported by teacher previews of lessons in advance and teacher guides, constituted an effective approach to teaching elementary school science. Pupil interest in viewing the lessons and participating in the follow-up remained high over the experimental period. (GR)

ED 026 266

SE 005 971

Bozarth, James Oliver

The Ability to Conserve Quantity of Liquid and Its Relationship to Socio-Economic Background, Intelligence, and Achievement Among Selected Fourth Grade Pupils.

Arizona Univ., Tucson.

Pub Date 68

Note—112p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-13542, Microfilm \$3.00, Xerography \$5.60).

Document Not Available from EDRS.

Descriptors—*Achievement, *Concept Formation, Doctoral Theses, *Elementary School Science, Grade 4, Intelligence, *Learning, *Socioeconomic Background, Student Characteristics

Identifiers—Large Thorndike Intelligence Test, Metropolitan Achievement Test, Piaget Conservation Tests, Stanford Achievement Test

Studied were the relationships between children's attainment of the concept of conservation of liquid and certain student characteristics. Student factors investigated were socio-economic background (high and low), status levels (conservers and non-conservers), verbal and non-verbal achievement, and science achievement. Classification of subjects by status produced significant differences in favor of conservers, and by socio-economic level (high and low) produced significant differences in favor of high on the intelligence and achievement tests used. (GR)

ED 026 267

SE 005 987

Saunders, Walter Lane

Verbal-Numerical Achievement in a Required College Physical Science Course and Some Personality Correlates.

Oregon State Univ., Corvallis.

Pub Date 68

Note—96p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-14171, Microfilm \$3.00, Xerography \$5.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Academic Performance, Achievement, *College Science, Mathematics, *Personality Studies, *Physical Sciences, *Student Characteristics, Undergraduate Study

Identifiers—California Psychological Inventory

Investigated was the relationship between selected personality traits and specific aspects of academic achievement for non-science majors enrolled in college physical science. Personality was assessed with the California Psychological Inventory (CPI) and academic achievement from subjects' performance on the examinations regularly administered for grading purposes in the course. Two aspects of academic achievement were measured by classifying all examination questions as either numerical (if mathematics was a necessary requisite in selecting the correct response to an item) or verbal (all others). Data indicated that personality and achievement in physical science were related. For males, five CPI scales correlated with physical science achievement; four CPI scales related to verbal achievement and one to numerical achievement. For females, eleven significant correlation coefficients occurred between CPI scales and achievement; six related to verbal achievement and five to numerical achievement. (GR)

ED 026 268

SE 006 034

Barisch, Sylvia

Directory of Physics & Astronomy Faculties 1968-1969, United States, Canada, Mexico.

American Inst. of Physics, New York, N.Y.

Report No.—R-135.7

Pub Date 68

Note—213p.

Available from—The American Institute of Physics, 335 East 45 Street, New York, N.Y. 10017 (\$5.00)

EDRS Price MF-\$1.00 HC-\$10.75

Descriptors—*Astronomy, College Faculty, *College Science, Curriculum, Directories, Educational Programs, Graduate Study, *Physics, *Physics Teachers, Undergraduate Study

Identifiers—American Institute of Physics

This directory is the tenth edition published by the American Institute of Physics listing colleges and universities which offer degree programs in physics, astronomy and astrophysics, and the staff members who teach the courses. Institutions in the United States, Canada, and Mexico are indexed separately, both geographically and alphabetically. Also included is an alphabetical index of personnel. The document is available for sale by Department DAPD, the American Institute of Physics, 335 East 45 Street, New York, New York 10017, price \$5.00. (GR)

ED 026 269

SE 006 069

Gelbaum, Bernard B. And Others

Orange County Science Education Improvement Project Syllabuses, K-6.

Orange County Public Schools, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 66

Note—819p.

EDRS Price MF-\$3.25 HC-\$41.05

Descriptors—*Arithmetic, *Curriculum, *Elementary School Mathematics, Fundamental Concepts, *Instructional Materials, Mathematics, Number Concepts, *Teaching Guides, Teaching Procedures

These syllabuses for K-6 were written, evaluated, and revised by a team of writers from the Orange County Science Education Improvement Project (OCSEIP). OCSEIP is a cooperative enterprise undertaken by the University of California (Irvine), California State College at Fullerton, the Orange County Schools Office, and local districts throughout Orange County. These syllabuses were written to help teachers teach the best aspects of recent mathematics programs. Presented are some methods of approach, intuitive examples, suggestions for additions and deletions, and applications in mathematics. The mathematical content for these syllabuses includes materials from geometry, sets, numbers and numerations, order and relations, addition and subtraction, problem solving, and measurement. (RP)

ED 026 270 SE 006 070

Gelbaum, Bernard B. And Others
[Orange County Science Education Improvement Project Syllabuses, 7-12.]
Orange County Public Schools, Calif.
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 66

Note—933p.

EDRS Price MF-\$3.75 HC-\$46.75

Descriptors—Algebra, Calculus, *Curriculum, Geometry, Instructional Materials, *Mathematics, *Secondary School Mathematics, Teaching Procedures

These syllabuses for grades 7-12 were written, evaluated, and revised by a team of writers from the Orange County Science Education Improvement Project (OCSEIP). OCSEIP is a cooperative enterprise of the University of California (Irvine), California State College at Fullerton, the Orange County Schools Office, and local districts throughout Orange County. These syllabuses were written to help teachers teach the best aspects of recent mathematics programs. Presented are methods of approach, intuitive examples, and applications in mathematics. The content for these syllabuses includes modern mathematical concepts designed for junior and senior high school programs. (RP)

ED 026 271 SE 006 214

McGlathery, Glenn Edward
An Assessment of Science Achievement of Five- and Six-Year Old Students of Contrasting Socio-Economic Backgrounds.

Texas Univ., Austin.

Pub Date 68

Note—95p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-4315, Microfilm \$3.00, Xerography \$4.80).

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Curriculum Design, Doctoral Theses, *Elementary School Science, Grade 1, *Preschool Children, Science Course Improvement Project, *Socioeconomic Influences

Identifiers—American Association for the Advancement of Science, A Process Approach
Assessed was the science achievement of five- and six-year-olds from different socioeconomic backgrounds. Classes included both a middle-class and lower-class pre-school class and a middle-class and a lower-class first grade class. Four additional classes, which were studying a local science curriculum, were chosen to match these same grade-level and socioeconomic criteria. Instruction was given in the experimental and control classes from September, 1966, through May, 1967. Achievement was assessed by administering competency measures to five randomly selected students from each class after the completion of each of eight exercises. Students in the experimental group scored higher than students in the control group indicating that the impact of a curriculum structure is measurable. Five-year-olds scored as well as six-year-olds indicating that age was not a factor in science achievement with this sample. When evidence of science achievement required verbalization, middle-class students did better than lower-class children. When non-verbal behaviors were required no achievement differences were recognized. (BC)

ED 026 272 SE 006 267
Aerospace Bibliography, Fourth Edition.

National Aerospace Education Council, Washington, D.C.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No.—EP-48

Pub Date Jan 68

Note—62p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$4.00)

EDRS Price MF-\$0.50 HC-\$2.20

Descriptors—*Aerospace Technology, Annotated Bibliographies, Astronomy, *Bibliographies, Earth Science, *Elementary School Science, Instructional Materials, *Secondary School Science

Identifiers—National Aeronautics and Space Administration

This annotated bibliography, intended for elementary and secondary school teachers, their pupils, and general adult readers contains grade level coded lists of books, reference works, periodicals, and teaching aids dealing with astronomy and space flight subjects. The reading material is listed alphabetically by author. The teaching aids in Part IV are categorized under subject headings and subheadings. Headings include manned space flight, unmanned spacecraft, rockets, model rocketry, astronomy, and careers. Addresses of publishers and suppliers are included. (BC)

ED 026 273 SE 006 268

Feiler, John L.
Space Resources for the High School Industrial Arts Resource Units.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No.—EP-44

Pub Date Apr 67

Note—174p.

EDRS Price MF-\$0.75 HC-\$8.80

Descriptors—*Aerospace Technology, Bibliographies, Earth Science, Films, *Industrial Arts, Instructional Materials, *Secondary School Science, *Teaching Guides

Identifiers—National Aeronautics and Space Administration

This guide is intended for industrial arts teachers, supervisors, and teacher educators at all levels of instruction for use as a supplement to their courses. The eight units which are included are all directly applicable to aerospace technology. The primary purpose of the guide is to motivate and interest students and teachers in aerospace age education. The booklet is comprised of four sections. Section One gives an overview of the aerospace industry, its products, hardware, and occupations. Section Two contains eight units of student activities related to aerospace applications. Section Three is entitled "Newer Directions." Section Four is an appendix of educational services offered by the National Aeronautics and Space Administration, film lists, and a list of participants at a space technology conference. (BC)

ED 026 274 SE 006 269

Wagner, Bartlett A., Ed.
The Planetarium, An Elementary-School Teaching Resource.

Bridgeport Univ., Conn.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No.—EP-42

Pub Date Feb 66

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Astronomy, Audiovisual Aids, Bibliographies, *Earth Science, *Elementary School Science, Films, Instructional Materials, *Planetariums, Science Activities, *Teaching Guides

This booklet was developed to provide helpful suggestions for planetarium directors, teachers, and school supervisors. The booklet is divided into seven different units of study. Each unit is similar in design and format, beginning with an overview of the topic followed by a description of planetarium activities which the authors successfully employed in their classes during the 1963-64 school year. Each unit also includes related vocabulary, suggested questions and activities for pupils, mention of pioneers in science, and lists of selected books and audiovisual aids. A brief

description of the Bridgeport Planetarium is included in order to give the potential user a better appreciation of possibilities in his own locale. Teachers who do not have ready access to planetariums may also find this booklet useful for its suggestions relative to resources and activities. (BC)

ED 026 275 SE 006 270

Watkins, Steven N.

Introducing Children to Space, the Lincoln Plan. A Space Handbook for Teachers Grades K through 6.

Lincoln Public Schools, Nebr.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C. Educational Programs Div.

Report No.—EP-36

Pub Date [63]

Note—167p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$1.25)

EDRS Price MF-\$0.75 HC-\$8.45

Descriptors—*Aerospace Technology, Bibliographies, *Earth Science, *Elementary School Science, Instructional Materials, Science Activities, *Teaching Guides

Identifiers—National Aeronautics and Space Administration

This handbook for space science was developed for use by elementary school teachers of grades K-6. The instructional plan of this guide presents activities for students of various maturity levels—five through eleven years. Teachers are encouraged to use the materials to meet the needs of individuals in the class. Most of the activities included were successfully pretested. All of them are correlated with an aerospace "bookshelf" composed of books and instructional materials. For each activity presented, suggestions are made as to how the material can be integrated with other subject matter areas such as language arts, social studies, and art. A bibliography of instructional materials and addresses of material publishers are included. (BC)

ED 026 276 SE 006 271

Dean, C. Thomas And Others
Model Spacecraft Construction, Units for Secondary School Industrial Arts.

California State Coll., Long Beach.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date 66

Note—188p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$1.00)

EDRS Price MF-\$0.75 HC-\$9.50

Descriptors—Aerospace Technology, *Earth Science, *Industrial Arts, Instructional Materials, Laboratory Manuals, Models, *Science Activities, *Secondary School Science

Identifiers—National Aeronautics and Space Administration

This publication provides twelve model spacecraft construction plans for use by secondary school teachers in industrial arts classes. These models were adopted and developed from plans supplied by the National Aeronautics and Space Administration and are representative selections from the many spacecraft used in space exploration programs. Some examples are Saturn, Explorer, Mariner, Apollo, Gemini, and Tires. Each model is described and illustrated in detail, and background data are provided for each rocket model. (BC)

ED 026 277 SE 006 341

Science Education Information Report, General Bibliography Series 11, Instructional Procedures.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Dec 68

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—Audiovisual Aids, *Bibliographies, Biology, *College Science, *Elementary School Science, *Instruction, Physical Sciences, Science Activities, *Secondary School Science, Teacher Education, Teaching Methods

This is the first in the second series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science Education. Re-

ported are some 217 citations of selected documents related to instructional procedures in science education. The documents included represent research reports, research reviews, conference reports, position papers, textbooks, manuals, speeches, and other types. Citations are categorized in alphabetical order by author, and indicate source, availability, and major ideas of the document. This bibliography is available at no cost, while the supply lasts, from the ERIC Information Analysis Center for Science Education, 1460 West Lane Avenue, Columbus, Ohio 43221. It updates, but does not replace, the earlier bibliography produced in this area by the Center. (GR)

ED 026 278 SE 006 342
Science Education Information Report, General Bibliography Series 12, Teacher Education.
ERIC Information Analysis Center for Science Education, Columbus, Ohio.
Pub Date Dec 68
Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80
Descriptors—*Bibliographies, Biology, College Science, Curriculum Development, *Educational Programs, Elementary School Science, Graduate Study, Mathematics Education, Physical Sciences, *Program Descriptions, *Science Education, Secondary School Science, Teacher Certification, Teacher Characteristics, *Teacher Education, Undergraduate Study

This is the second in the second series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science Education. Reported are some 100 citations of selected documents related to teacher education in science education. The documents included represent research reports, research reviews, manuals, speeches, and other types. Citations are categorized in alphabetical order by author, and indicate source, availability, and major ideas of the document. This bibliography is available at no cost, while the supply lasts, from the ERIC Information Analysis Center for Science Education, 1460 West Lane Avenue, Columbus, Ohio 43221. It updates, but does not replace, the earlier bibliography produced in this area by the Center. (GR)

ED 026 279 SE 006 343
Science Education Information Report, General Bibliography Series 13, Instructional Equipment and Materials.
ERIC Information Analysis Center for Science Education, Columbus, Ohio.
Pub Date Dec 68
Note—79p.

EDRS Price MF-\$0.50 HC-\$4.05
Descriptors—*Audiovisual Aids, *Bibliographies, Biology, College Science, Elementary School Science, Laboratory Equipment, Mathematics Education, Physical Sciences, *Science Education, *Science Equipment, *Science Materials, Secondary School Science

This is the third in the second series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science Education. Reported are some 297 citations of selected documents related to instructional equipment and materials for teaching and learning science. The documents included represent research reports, research reviews, manuals, speeches, textbooks and other types. Citations are listed in alphabetical order by author and indicate source, availability, and major ideas of the document. This bibliography is available at no cost, while the supply lasts, from the ERIC Information Analysis Center for Science Education, 1460 West Lane Avenue, Columbus, Ohio 43221. It updates, but does not replace, the earlier bibliography produced in this area by the Center. (GR)

ED 026 280 SE 006 344
Science Education Information Report, General Bibliography Series 14, Curriculum.
ERIC Information Analysis Center for Science Education, Columbus, Ohio.
Pub Date Dec 68
Note—118p.

EDRS Price MF-\$0.50 HC-\$5.00
Descriptors—*Bibliographies, College Science, Conservation Education, *Curriculum, *Curriculum Development, Curriculum Guides, Elementary School Science, *Inservice Education,

Integrated Curriculum, International Education, Mathematics, Outdoor Education, *Science Education, Secondary School Science, Teacher Education, Teaching Guides

This is the fourth in the second series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science Education. Reported are some 424 citations of selected documents related to curriculum and curriculum development in science education. The documents included represent research reports, research reviews, manuals, speeches, textbooks and other types. Citations are listed in alphabetical order by author and indicate source, availability, and major ideas of the document. This bibliography is available at no cost, while the supply lasts, from the ERIC Information Analysis Center for Science Education, 1460 West Lane Avenue, Columbus, Ohio 43221. It updates, but does not replace, the earlier bibliography produced in this area by the Center. (GR)

ED 026 281 SE 006 345
Science Education Information Report, General Bibliography Series 15, Achievement.
ERIC Information Analysis Center for Science Education, Columbus, Ohio.
Pub Date Dec 68
Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45
Descriptors—Ability Grouping, Able Students, *Academic Achievement, *Achievement, *Bibliographies, Biology, College Science, Concept Formation, Critical Thinking, Elementary School Science, Evaluation, Instruction, *Mathematics Education, Physical Sciences, *Science Education, Secondary School Science, Student Characteristics, Teaching Methods

This is the fifth in the second series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science Education. Reported are some 76 citations of selected documents related to student achievement in science. The documents included represent research reports, research reviews, manuals, speeches, textbooks, and other types. Citations are listed in alphabetical order by author and indicate source, availability, and major ideas of the document. This bibliography is available at no cost, while the supply lasts, from the ERIC Information Analysis Center for Science Education, 1460 West Lane Avenue, Columbus, Ohio 43221. It updates, but does not replace, the earlier bibliography produced in this area by the Center. (GR)

ED 026 282 SE 006 346
Science Education Information Report, General Bibliography Series 16, Teacher Resource Materials.
ERIC Information Analysis Center for Science Education, Columbus, Ohio.
Pub Date Dec 68
Note—93p.

EDRS Price MF-\$0.50 HC-\$4.75
Descriptors—Audiovisual Aids, *Bibliographies, College Science, Conservation Education, Curriculum Guides, Elementary School Science, Films, Filmstrips, Health Education, *Instruction, *Instructional Materials, Physical Sciences, *Resource Materials, Science Activities, *Science Education, Secondary School Science, Teaching Guides, Televised Instruction

This is the sixth in the second series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science Education. Reported are some 332 citations of selected documents involving teacher resource materials for science education. The documents included are divided into major subject areas and levels in the field for quick teacher reference, and represent papers, teacher tips, conference reports, manuals, speeches, textbooks, and other types. Citations are listed in alphabetical order by author and indicate source, availability, and major ideas of the document. This bibliography is available at no cost, while the supply lasts, from the ERIC Information Analysis Center for Science Education, 1460 West Lane Avenue, Columbus, Ohio 43221. It updates, but does not replace, the earlier bibliography produced in this area by the Center. (GR)

ED 026 283 SE 006 347
Science Education Information Report, General Bibliography Series 17, Science and Society, History of Science Education, Science History, General Studies and Surveys.
ERIC Information Analysis Center for Science Education, Columbus, Ohio.
Pub Date Dec 68
Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70
Descriptors—*Bibliographies, Biology, College Science, Educational Research, Elementary School Science, Instruction, International Education, Physical Sciences, *Science Education, *Science Education History, *Science History, Scientific Enterprise, Scientific Literacy, Secondary School Science, *Socioeconomic Influences, Teacher Education

This is the seventh in the second series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science Education. Reported are some 98 citations of selected documents in the areas of (1) science and society, (2) the history of science education, (3) science history, and (4) general studies and surveys. The documents included represent research reports, research reviews, manuals, speeches, textbooks, and other types. Citations are listed in alphabetical order by author and indicate source, availability, and major ideas of the document. This bibliography is available at no cost, while the supply lasts, from the ERIC Information Analysis Center for Science Education, 1460 West Lane Avenue, Columbus, Ohio 43221. It updates, but does not replace, the earlier bibliography produced in this area by the Center. (GR)

ED 026 284 SE 006 348
Science Education Information Report, General Bibliography Series 18, Legislative Acts and Reports, Administration and Supervision, Science Facilities.
ERIC Information Analysis Center for Science Education, Columbus, Ohio.
Pub Date Dec 68
Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90
Descriptors—*Administration, *Bibliographies, Biological Sciences, College Science, Elementary School Science, Federal Aid, Federal Programs, *Legislation, Mathematics Education, Outdoor Education, *Science Facilities, Secondary School Science, *Supervision

This is the eighth in the second series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science Education. Reported are some 36 citations of selected documents in the areas of (1) legislative acts and reports, (2) administration and supervision, and (3) science facilities. The documents included represent research reports, research reviews, manuals, speeches, textbooks, and other types. Citations are listed under the major areas in alphabetical order by author and indicate source, availability, and major ideas of the document. This bibliography is available at no cost, while the supply lasts, from the ERIC Information Analysis Center for Science Education, 1460 West Lane Avenue, Columbus, Ohio 43221. It updates, but does not replace, the earlier bibliography produced in this area by the Center. (GR)

ED 026 285 SE 006 349
Science Education Information Report, General Bibliography Series 19, Evaluation and Educational Objectives, Learning Theories and Processes, Research Methodology.
ERIC Information Analysis Center for Science Education, Columbus, Ohio.
Pub Date Dec 68
Note—49p.

EDRS Price MF-\$0.25 HC-\$2.55
Descriptors—Achievement, *Bibliographies, Cognitive Development, College Science, Concept Formation, Creativity, Critical Thinking, Educational Objectives, Educational Research, Elementary School Science, *Evaluation, *Learning, Problem Solving, *Research, *Science Education, Secondary School Science, Tests
This is the ninth in the second series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science Education. Reported are some 184 citations of selected documents.

ments in the areas of (1) evaluation, (2) educational objectives, (3) learning theories and processes, and (4) research methodology. The documents include research reports, research reviews, manuals, speeches, textbooks, and other types. Citations are listed under the major areas in alphabetical order by author and indicate source availability, and major ideas of the document. This bibliography is available at no cost, while the supply lasts, from the ERIC Information Analysis Center for Science Education, 1460 West Lane Avenue, Columbus, Ohio 43221. It updates, but does not replace, the earlier bibliography produced in this area by the Center. (GR)

ED 026 286 SE 006 350
Science Education Information Report, General Bibliography Series 20, Teacher Characteristics, Student Characteristics.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Jan 69

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Bibliographies, Biology, College Science, Educationally Disadvantaged, Elementary School Science, Physical Sciences, *Science Education, *Science Teachers, Secondary School Science, Slow Learners, Student Attitudes, *Student Characteristics, Teacher Attitudes, *Teacher Characteristics, Teacher Evaluation

This is the tenth in the second series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science Education. Reported are some 67 citations of selected documents in the areas of (1) teacher characteristics, and (2) student characteristics. The documents include research reports, research reviews, and position papers. Citations are listed under the major areas in alphabetical order by author and indicate source, availability, and major ideas of the document. This bibliography is available at no cost, while the supply lasts, from the ERIC Information Analysis Center for Science Education, 1460 West Lane Avenue, Columbus, Ohio 43221. It updates, but does not replace, the earlier bibliography produced in this area by the Center. (GR)

ED 026 287 SE 006 396

Ramsey, Gregor A. Howe, Robert W.

An Analysis of Research on Instructional Procedures in Secondary School Science, Part I—Outcomes of Instruction.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Mar 69

Note—9p.

Journal Cit—Science Teacher; v36 n3 p62-70

Mar 1969

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Achievement, Attitudes, Biology, Chemistry, *Critical Thinking, Deductive Methods, Earth Science, Evaluation, General Science, Inductive Methods, *Instruction, Physics, *Secondary School Science, Teaching Methods

Identifiers—ERIC Information Analysis Center for Science Educ

Reviewed is research on instructional procedures used to teach science in secondary schools. This part, the first of a two part review, discusses studies emphasizing outcomes obtained from generalized instruction in a classroom or classroom-laboratory setting. Outcomes discussed include knowledge of science content and concepts, understanding the scientific enterprise, critical thinking, and attitude development. The review is summarized by ten conclusions arising from the implications of the research studies reviewed. An extensive bibliography of the field is included. (GR)

ED 026 288 SP 001 800

Stanford Center for Research and Development in

Teaching, Annual Report (1st, April 1967).

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0252

Pub Date Apr 67

Contract—OE-6-10-078

Note—123p.

EDRS Price MF-\$0.50 HC-\$6.25

Descriptors—Annual Reports, *Behavioral Science Research, Educational Research, Environmental Research, Institutional Environment, *Institutional Research, *Personality Studies, Program Administration, *Research and Development Centers, *Teacher Education

This report of the Stanford Center for Research and Development in Teaching consists of seven sections. Section 1 defines the Center's focus and orientation. Orientation to forthcoming changes in the teacher's role includes consideration of programed instruction, flexible scheduling, and differentiated teaching staff. The focus of the Center is reformulated to consider three types of variables: the behavioral ("the observable, objectively denotable, verbal and nonverbal behavior that occurs in the interaction of teachers and students in the classroom"), the personalological ("the traits and characteristics of teachers that intervene between variables at the institutional level"), and the institutional ("phenomena and events that occur in the society at large, the community, school system, and the individual school"). Section 2, "Program Summary and Projection," delineates each of these major problem areas by describing existing projects and projecting plans for years immediately ahead. Section 3 concentrates on "Facilities and Services" and Section 4 on "Center Management and Administration." Section 5, the budget, is not included because it was submitted separately. Sections 6 and 7 present "Requests for Contract Amendments" and "Signatures." Appended are guidelines for Center organization and operation, a list of personnel, and a chart of the Center's organization. (SG)

ED 026 289

McLoughlin, William P.

The Nongraded School: An Annotated Bibliography.

New York State Education Dept., Albany; New York State Univ. System, Albany.

Pub Date Sep 67

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Annotated Bibliographies, *Non-graded System

An outgrowth of a larger evaluation of the non-graded school in progress at St. John's University, this 372-item annotated bibliography on the non-graded school lists journal articles; books; unpublished theses and dissertations; and brochures, handbooks, and guides developed by local school systems. (SG)

ED 026 290

A Model Program for Improving the Education of Preservice and Inservice Teachers of Elementary, Secondary and Exceptional Children in Metropolitan Areas; Interim Report

Connecticut Univ., Storrs. School of Education.

Spons Agency—Connecticut Univ., Storrs. School of Education.

Pub Date Oct 68

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—College School Cooperation, Community Involvement, Inservice Teacher Education, *Methods Courses, Preservice Education, Program Descriptions, School Community Cooperation, *Teacher Education, *Teacher Experience, *Urban Education

This interim report (written four weeks after the program had begun operation) of the University of Connecticut's Model Program for Improving the Education of Preservice and Inservice Teachers of Elementary, Secondary, and Exceptional Children in Metropolitan Areas (Groton and New London, Connecticut) describes the procedures to date (staffing, housing, testing, operation of the educational program, and the inservice program for public school personnel), evaluation (including student, cooperating inservice personnel, and outside evaluations), and anticipated modifications. Special features of the program include using community members as lecturers to interact with the students and serve as liaison with local minority groups, having students live together at a location within the urban community, and coordinating the preservice education program with an inservice program for public school personnel. Included in this report are two outside evaluations (primarily descriptive) of the program which were written by Raymond Budde, University of Maine, and Maureen Lapan, Rhode Island College. Appended is a

daily activities log prepared by a student in the preservice teacher education part of the program. (This program was the winner of the 1969 American Association of Colleges for Teacher Education Distinguished Achievement Award.) (SG)

ED 026 291

SP 002 063

Hazard, William R. And Others

The Clinical Professorship in Teacher Education; Report of a Conference at Northwestern University in Cooperation with the Carnegie Corporation of New York (October 24-25, 1966).

Northwestern Univ., Evanston, Ill.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date 67

Note—161p.

Available from—Northwestern Univ. Press, Evanston, Ill.

EDRS Price MF-\$0.75 HC-\$8.15

Descriptors—*Clinical Professors, *College School Cooperation, *Conference Reports, Cooperative Programs, Educational History, *Job Analysis, Preservice Education, Program Planning, Role Conflict, School Role, *Teacher Education

Identifiers—Harvard University, Illinois, Maryland, Massachusetts, Montgomery County, Newton, Northwestern University, University of Maryland

This report presents the eight papers and abstracted proceedings of a conference of 30 educators who met to explore the nature, role, and implications of the clinical professorship in innovative programs of undergraduate teacher education. The first three papers, by Lindley J. Stiles, Robert Maidment, and Lloyd S. Michael, deal with the functions and responsibilities of both the clinical professor and the public schools under the Northwestern plan. Roland H. Nelson, Jr., explores the role dilemmas facing clinical professors. Richard E. Collier and James F. Collins present cooperative plans developed by the University of Maryland and the Montgomery County, Md., public schools. Arthur S. Bolster, Jr., a clinical professor in a dual assignment with Harvard University and the Newton, Mass., schools, explores the institutional and professional stresses facing the clinical professor, and John A. Granito explores the new role as it relates to one of omnipresent state departments of education. The final two papers place the clinical professorship in its historical and operational context. William R. Hazard summarizes the interdisciplinary planning, development, and operation of the program at Northwestern, and James B. Conant reviews the historical evolution and development of the clinical professorship. Reactions to and discussions of the papers (following each presentation) were edited to convey the essence of the conference proceedings. (Author/JS)

ED 026 292

SP 002 065

Edelman, Anne M.

A Pilot Study in Exploring the Use of Mental Health Consultants to Teachers of Socially and Emotionally Maladjusted Pupils in Regular Classes.

Mental Health Association of Southeast Pennsylvania, Philadelphia; Philadelphia Public Schools, Pa.

Spons Agency—Mental Health Association of Southeast Pennsylvania, Philadelphia; Philadelphia Public Schools, Pa.; Samuel S. Fels Fund, Philadelphia, Pa.

Pub Date [66]

Note—93p.

EDRS Price MF-\$0.50 HC-\$4.75

Descriptors—Behavior Change, Change Agents, Changing Attitudes, *Consultation Programs, Educational Experiments, *Emotionally Disturbed Children, *Mental Health Programs, Pilot Projects, Questionnaires, *Regular Class Placement, *Socially Maladjusted, Teacher Education

Identifiers—Pennsylvania, Philadelphia Public School System

A pilot study exploring the use of mental health consultants to teachers of socially and emotionally maladjusted pupils in regular classes was conducted to (1) help teachers cope with these children and facilitate successful learning experiences for them, (2) enable teachers to be more effective with all children, (3) understand effects of curriculum and teaching methods on children, and (4) develop further methods for understanding and teaching both the advantaged

and the disadvantaged. Advantaged and disadvantaged schools were selected; one of each was a control school, while the other six were experimental schools. Involved were 59 teachers and over 2,000 children. Six mental health consultants, assigned one to each experimental school, met with the same group of teachers weekly and were available for individual conferences. Pre- and postquestionnaires were administered to every teacher and child in the eight schools. Each consultant kept a log of the 15 weekly sessions, consultations, and classroom visits. Results indicated: (1) In the control schools, where there were no consultants, only negative behavioral and attitudinal changes occurred. (2) To the extent that consultants and teachers together clearly defined the goals of their meetings, there were positive changes in teacher and student behavior. (Included are 26 recommendations and the questionnaires used.) (Author/SG)

ED 026 293 SP 002 080

French, Russell L. Galloway, Charles M.
Communication Events: A New Look at Classroom Interactions.

Pub Date [68]

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Classroom Communication, Classroom Observation Techniques, Educational Research, Group Relations, Individual Activities, Institutional Environment, Interaction Process Analysis, Models, Observation, Personal Interests, Student Behavior, Student Teacher Relationship, Task Analysis, Teacher Behavior

Identifiers—Personal Institutional Task Model, PIT

Classroom interaction may be described in terms of communication events, i.e., sequences of teacher-pupil communicative behaviors separated from preceding and succeeding sequences of behaviors by natural boundaries. Communication events may be institutional (related to managing the classroom and meeting the expectations of the institution), task (focused on teaching and learning subject matter), personal (centered on the personal needs, goals, and emotions of a pupil, a group of pupils, and/or the teacher), or mixed (containing elements of two or more types). Events may also be identified as individual (interaction between a teacher and one student) or group (interaction between a teacher and several students). These events may be symbolized: I = institutional events; P = personal events; T = task events; M = mixed events. Individual events can then be indicated by placing an "i" after the symbol which appropriately characterizes a particular event. Duration of an incident may be recorded by tallying dots after the symbol at 3-second intervals as long as the event continues. The resultant model (called PIT for "personal," "institutional," and "task") for analyzing classroom communication has been applied to video tapes representing 1,360 minutes of interaction in junior high school classrooms and has yielded some interesting data. It has a number of potential research applications and may be used in combination with other observation systems. (Author/SG)

ED 026 294 SP 002 096

Professional Teacher Education II: A Programmed Design Developed by the AACTE Teacher Education and Media Project.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Educational Media Branch.

Pub Date [68]

Contract—OEC-2-6-061565-1009

Note—99p.

Available from—Amer. Assn. of Coll. for Teacher Educ., 1201 16th St., N.W., Washington, D.C. 20036 (\$1.50).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Behavior, Classroom Communication, Concept Formation, Decision Making, Educational Innovation, Feedback, Group Discussion, Instructional Media, Interaction Process Analysis, Learning Processes, Microteaching, Models, Nonverbal Communication, Perception, Pilot Projects, Program Descriptions, Program Design, Regional Programs, Simulation, Teacher Education,

Teacher Educators, Teaching Techniques, Testing, Videotape Recordings, Workshops
Identifiers—AACTE, AACTE Media Project, American Association of Colleges for Teacher Education, National Defense Education Act, NDEA, NDEA Title VII B

The American Association of Colleges for Teacher Education (AACTE) Media Project was developed to determine whether (1) the gap between the producer and the user of educational innovations could be bridged; (2) a meaningful way to present the results of educational research to the user could be designed; and (3) the integrated and functional use of media in instruction could be demonstrated effectively. Asahel D. Woodruff's model of behavior as an energy system characterized by perception, concept formation, decisionmaking, trial, and feedback was adopted to accomplish these purposes. The first two components of this model were used for a series of regional workshops in teacher education. Major content components of the workshop format were interaction analysis, nonverbal classroom communication, microteaching, and simulation, each presented by an expert in the development of that particular area, backed up by an instructional materials specialist. Small groups of participants viewed a video tape presentation of each content model, followed by discussion. When all participants had been exposed to all four models, content and design and media utilization were analyzed in large-group discussion, and alternative models were presented. The evaluation component substantiated the workshops' effectiveness. (Included are detailed presentations of each component of the workshop format plus bibliographies.) (SG)

ED 026 295 SP 002 112

Findley, Dale

Teacher Aides: A Status Report.

Indiana State Univ. Educational Development Council, Terre Haute; Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date 68

Note—40p.

Available from—Curriculum Research and Development Center, Indiana State Univ., Terre Haute, Ind. 47809 (\$5.50).

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Educational Research, Elementary Schools, Employment Qualifications, Federal Aid, Job Analysis, Job Training, Salaries, Secondary Schools, Staff Role, Teacher Aides

Identifiers—Indiana

This bulletin, designed to be of assistance to those interested in employing and utilizing teacher aides, presents (1) a general account of current thinking on the rationale, use, and effects of teacher aides in public school programs and (2) the results of a descriptive research study designed to determine the status of the teacher aide in both elementary and secondary grades in Indiana State University Educational Development Council (ISUEDC) school corporations. Findings from questionnaire data (returned by 63 of the 83 member schools) are presented under four headings: the various functions which teacher aides are performing; the various methods used to finance teacher aide programs; characteristics and qualifications of the aides presently employed; and the need for development of training programs for aides. Summary, conclusions, and speculations for further consideration are presented. Appended is a 43-item annotated bibliography prepared by the National Commission on Teacher Education and Professional Standards (NCTEPS) which includes references for information on the jobs aides do, how they are trained and paid, and federal assistance for program funding. (JS)

ED 026 296 SP 002 119

Riesman, Frank

The New Struggle for the Paraprofessional: Between the Community and the Agencies.

New York Univ., N.Y. New Careers Development Center.

Pub Date Nov 68

Note—9p.; #3 Social Policy Notes

Available from—New Careers Development Center, School of Education, New York University, New York, N.Y. 10003.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Community Influence, Community Involvement, Community Relations, Decentralization, Human Services, Professional Personnel, Professional Services, Role Conflict, Social Agencies, Social Change, Subprofessionals

Despite the difficulties emerging in relationships between paraprofessionals and agency professionals—difficulties related to basic social cleavages (black-white, community-professional, and participation-authority)—the utilization of paraprofessionals will continue to increase because of community desire to influence the staffs of the agency or institution, to have an "inside" (community) voice in the school, for example. More community attention will now be directed toward how paraprofessionals are selected, trained, utilized, and how professionals are trained in working with them (learning from them as well as imparting knowledge to them). Moreover, there will be an increasing focus on the paraprofessional's role in producing reorganization and expansion of the human service system. Several related trends may coalesce with the paraprofessional movement to produce such change: the demand for accountability of the professions, the demand for community control and decentralization, the whole new involvement of the ghetto in regard to the human service agenda, and the great concern among increasing numbers of professionals regarding the nature of their profession. The paraprofessional by his very existence "inside the system" may increase the relevance of services and improve contact through his bridge or two-way communication role, functioning as a translator, expeditor, ombudsman, and advocate. (JS)

ED 026 297 SP 002 121

Bush, Robert N. Gage, N.L.

Center for Research and Development in Teaching.

Pub Date Aug 68

Note—21p.

Journal Cit—Journal of Research and Development in Education; v1 n4 p85-105 Summer 1968 (Georgia Univ., Athens, Coll. of Education)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Anxiety, Cognitive Processes, Computer Assisted Instruction, Disadvantaged Youth, Educational Environment, Educational Innovation, Educational Research, Effective Teaching, Inquiry Training, Laboratories, Organizational Climate, Problem Solving, Productive Thinking, Program Descriptions, Pupillary Dilatation, Research and Development Centers, Secondary Education, Student Teacher Relationship, Teacher Education, Teacher Education Curriculum

Identifiers—Heuristic Teaching, Photographic Pupilometer, San Jose State College Secondary Ignorance, Stanford Center for Research and Development, Stanford School of Education, Technical Skills Project

The major portion of this report summarizes prior research at the Stanford Center for Research and Development in Teaching within the framework of three domains of variables: the behavioral or directly observable variables; the personal or those inferred from tests; and those institutional variables which affect the social, technological, and administrative areas of teaching. Behavioral studies investigate technical skills, teacher effectiveness, small group instruction, computer assisted instruction, methods of teaching children to recognize alternative answers and inappropriate certitude, and the effects of anxiety on intellectual processes. Studies of the teacher-pupil relationship are made within the personal domain using a photographic pupilometer, factor analysis, and other devices to test pupil interest and cognitive preference. Studies in the institutional domain involve the organizational context of teaching, the professional socialization of teachers, and teachers' attitudes toward innovation. Present and future work is based on three problem areas—heuristic teaching (developing self-motivated and sustained inquiry, emphasizing affective as well as cognitive processes, and placing a high value upon the uniqueness of each pupil, teacher, and learning situation), teaching environment, and teaching the disadvantaged—which are extensions of previous research. The report also describes service

operations which contribute directly to research. A 63-item bibliography is included. (SM)

ED 026 298 SP 002 122

Peck, Robert F. Bown, Oliver H.
Research and Development Center for Teacher Education.

Pub Date Aug 68

Note—21p.

Journal Cit—Journal of Research and Development in Education; v1 n4 p106-126 Summer 1968 (Georgia Univ., Athens, Coll. of Education)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Behavioral Science Research, Educational Innovation, *Educational Research, *Effective Teaching, Individualized Instruction, Instructional Materials, Instructional Programs, *Program Descriptions, Psychological Needs, *Research and Development Centers, Sequential Programs, Student Teacher Relationship, Teacher Behavior, Teacher Certification, *Teacher Education, Teacher Education Curriculum, Teacher Experience, Teaching Skills
Identifiers—Austin School District, Cross National Study of Coping Style and, FAIR, Fuller Analysis of Interacting Responses, Instructional Modules, Macroteaching, Southwest Educational Development, Texas Education Agency, University of Texas

The first half of this report is a description of the funding, the concepts, the programs, and the evolution since 1955 of the Research and Development Center for Teacher Education in Austin, Texas. The second half is concerned with the program of the center which, in 1968, was reorganized to focus on two areas within the framework of individualizing teacher education: (1) the effects of teacher education on teaching behavior including the effect of this behavior on child learning and (2) the development of a teacher education system composed of "instructional modules" which explain, improve, and objectively measure teaching competency. Guidelines for instruction of teachers developed from research include psychologically sequential studies, early and varied involvement in teaching, a personalized and individualized curriculum, adoption of tested innovation only, a multimedia library of resources, systems of interaction analysis, information on behavioral science, and an effective instructional procedure. Also included are construction steps in teaching procedures for the "instructional modules." Future work includes further research on teacher behavior, instructional modules, and new kinds of teacher educators. An 84-item bibliography is included. (SM)

ED 026 299 SP 002 129

Davis, Harold S.

How to Organize an Effective Team Teaching Program. Successful School Management Series.

Pub Date 66

Note—64p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, N. J. (\$2.25).

Document Not Available from EDRS.

Descriptors—*Administrator Guides, Change Agents, Cooperative Planning, Discussion Groups, Elementary Schools, Equipment, Evaluation, Facility Requirements, Flexible Scheduling, Large Group Instruction, *Organization, *Planning, *Program Administration, Secondary Schools, Senior Teacher Role, Small Group Instruction, Staff Meetings, Team Leader (Teaching), *Team Teaching
Identifiers—California, Florida, Illinois, Massachusetts, Ohio, Pennsylvania

This description of how to organize a team teaching program begins with a definition of "team teaching" and distinguishes between hierarchic and synergetic teams. The next two chapters describe 10 team teaching programs in operation in elementary and secondary schools in Ohio, Pennsylvania, California, Florida, Massachusetts, and Illinois. The fourth chapter explains the steps involved in implementing a team teaching program, including improving faculty meetings, initiating planning sessions, planning for equipment and facilities, providing for flexibility of time, helping and supervising the team, and informing parents and the community. Chapters 5 and 6 consider planning for large-group instruction, small-group discussion, and independent study and evaluating the results of team teaching. Included is an annotated list of 25 selected references. (SG)

ED 026 300

Hite, Herbert

A Systematic Approach to the Analysis of a Non-Systematic Process.

Pub Date Jun 68

Note—30p.; Paper delivered at National Symposium on Evaluation of Teaching, Buffalo, N.Y., June 1968.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Behavioral Objectives, *Effective Teaching, *Models, Systems Analysis, *Systems Approach, Task Analysis, Teacher Behavior, *Teacher Education, *Teaching

Logical analysis of the purpose of teaching—to bring about appropriate changes in learners—should result in identification of the elements of teaching behavior which effects appropriate changes. These elements are the logical objectives for a program of teacher education and the criteria for assessing teacher effectiveness. By successively defining the largest meaningful components at each stage of analysis, the analyst insures that he will define all the components he can conceptualize and identify all the possible relationships of those components. Teacher educators and teaching evaluators subjectively decide to terminate analysis when further analysis is not justified in terms of cost and effort. Then, for each significant element of the total behavior, learning systems can be devised to enable future teachers to be effective. This total model of defining objectives, criteria, and learning systems for teacher education is itself a system, which possesses self-correction capability through the analyst's continual reexamination of his judgments. (This document is an expansion of the model for task analysis, SP 002 162, entitled "Appendix H. Sample Task Analysis: Behavioral Objectives for ComField Laboratory" in SP 002 154, A COMPETENCY BASED, FIELD CENTERED, SYSTEMS APPROACH TO ELEMENTARY TEACHER EDUCATION. VOLUME I: OVERVIEW AND SPECIFICATIONS. FINAL REPORT.) (Author/SG)

ED 026 301 24 SP 002 147

Benjamin, William And Others

Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report. Volume I.

Syracuse Univ., N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-9018

Pub Date 31 Oct 68

Contract—OEC-0-8-0918-3313(010)

Note—295p.

EDRS Price MF-\$1.25 HC-\$14.85

Descriptors—Behavioral Objectives, Child Development, Cooperative Programs, *Educational Specifications, Elementary School Curriculum, *Elementary School Teachers, Feedback, Humanities, *Inservice Teacher Education, Instructional Design, Instructional Innovation, Interinstitutional Cooperation, Models, Natural Sciences, *Preservice Education, Problem Solving, Schedule Modules, Social Sciences, Teacher Behavior, *Teacher Education, Teacher Education Curriculum
Identifiers—Syracuse University

This first volume contains the rationale and overview, program organizational structure, and most of the program elements for a model intended to be adaptable by a variety of teacher training institutions for the development and implementation of such a program. (Volume 2, SP 002 148, contains the remainder of the program components and models for the three support systems.) The section on rationale emphasizes the self-renewing aspect of the model, based on an intent-action-feedback process. The section on organization outlines a 3-year program structured around a series of seven program components which are process-oriented first and content-oriented second. The remaining sections present four of the seven "program components" (unified sets of curricular-instructional experiences each comprised of several "instructional modules," planned instructional episodes from several hours to several months in length). The Liberal Education Component is presented with rationale, organization, and descriptions of three 6-semester-hour courses in the humanities, social sciences, and natural sciences. The sections on the Methods and Curriculum Component, which emphasizes a problem-resolution approach, and on the Child Development and Teaching Theory

and Practice Components contain outlines of the instructional modules, each including prerequisites, estimated time, operational objectives, and description of instructional activities with flow chart. (ED 018 677 is a related document.) (JS)

ED 026 302 24 SP 002 148

Benjamin, William And Others

Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report. Volume II.

Syracuse Univ., N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-9018

Pub Date 31 Oct 68

Contract—OEC-0-8-0918-3313(010)

Note—269p.

EDRS Price MF-\$1.25 HC-\$13.55

Descriptors—Educational Philosophy, Educational Sociology, *Educational Specifications, *Elementary School Teachers, Individualized Instruction, Information Systems, *Inservice Teacher Education, Instructional Design, Instructional Technology, Interinstitutional Cooperation, Internship Programs, Models, *Preservice Education, Program Development, Program Evaluation, Schedule Modules, Staff Role, Student Seminars, *Teacher Education, Teacher Education Curriculum
Identifiers—Syracuse University

This second volume contains the remaining program elements and support system models for the proposal described in Volume I, SP 002 147. One section is devoted to each of three "program components" (unified sets of curricular instructional experiences each comprised of several "instructional modules," planned instructional episodes from several hours to several months in length). The sections on the Professional Sensitivity Training Component and the Social-Cultural Foundations Component, which emphasizes educational philosophy and sociology, contain rationale, organization, and outlines of the instructional modules, each including prerequisites, estimated time, operational objectives, and description of instructional activities with flow chart. The outline of the Self-Directed Component, emphasizing individualized instruction and utilization of educational technology, includes justification and an operational description including facilities and staffing. A 20-page scenario depicts a hypothetical student progressing through the self-paced, 5-year program. Four sections present rationale and descriptions of the three support systems: program (including both development process and operation), information (including its use in management, measurement, evaluation, and research and dissemination), and organizational (involving cooperation of universities, school systems, and developers of educational materials). Included is a 143-item bibliography. (ED 018 677 is a related document.) (JS)

ED 026 303 24 SP 002 152

Shaver, James P. Richards, Hyrum E.

Open-Closed Mindedness of College Students in Teacher Education. Final Report.

Utah State Univ., Logan. Bureau of Educational Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-8056

Pub Date Oct 68

Contract—OEC-1-7-078056-3852

Note—173p.

EDRS Price MF-\$0.75 HC-\$8.75

Descriptors—*Attitude Tests, *College Students, Democratic Values, *Dogmatism, *Educational Research, Mental Rigidity, Methods Courses, National Surveys, Political Attitudes, Religious Factors, Research Methodology, Sampling, Social Studies, Subculture, *Teacher Education, Test Validity
Identifiers—Dogmatism Scale, *F-Scale, Gough-Sanford Rigidity Scale

Research was conducted regarding the lack of information about (1) the relations of open-closed mindedness (dogmatism, authoritarianism, and rigidity) to reactions to a social studies methods course; (2) the possible biasing effects of drawing samples of teacher education students from different groups, subcultural and educational; and (3) the comparative central tendencies on measures of open-closed mindedness of teacher education students in the U.S. and in

Germany. A correlational study was made of F-Scale, Dogmatism Scale, and Gough-Sanford Rigidity Scale scores of three social studies methods classes at one university, of a national sample of teacher education students on nine campuses, and of German students in three institutions. Differences between the scale means of American and German samples were significant. Comparisons of teacher education students from different universities confirmed the importance of religion as a sampling variable, but data provided little evidence that age, college class, sex or commitment to elementary or secondary education are potent variables for anticipating variability in open-mindedness. Teaching major appeared to be related to the scores, and thus a matter of consideration in drawing teacher education samples. There was no evidence that students in teacher education are more authoritarian or dogmatic than university students in general. (Included are a 345-item bibliography and discussion of the validity of the F- and D-Scales.) (JS)

ED 026 304 56 SP 002 153

Twelker, Paul A. And Others

Successive Vs. Simultaneous Attainment of Instructional Objectives in Classroom Simulation. Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0774

Pub Date Dec 68

Grant—OEG-7-47-9015-283

Note—206p.

EDRS Price MF-\$1.00 HC-\$10.40

Descriptors—Educational Experiments, Educational Objectives, Films, Instructional Design, Instructional Materials, Intelligence Factors, Personality, Problem Solving, Simulation, Teacher Education, Training Laboratories, Training Techniques

Identifiers—Classroom Management Observational System, Ryan's Classroom Observational Record

An experiment was conducted to determine which of three modes of instruction controlling the "density" of simulation training was most effective in terms of transfer and most efficient in terms of the learning rate of preservice teachers. Four goals of the classroom simulation were identified and practiced in three training modes: (1) four at a time, the simultaneous mode; (2) two separately and two together, the combination mode; (3) one at a time, the successive mode. The subjects, undergraduate students in elementary education at Oregon College of Education and University of Oregon in 1965-66 and 1966-67, were randomly assigned to the three treatments, and data was obtained from simulation pre-, post-, and retention tests and from two classroom evaluations of subsequent student teaching behavior. The conclusion after analyses of variance was that the simultaneous method was more efficient. Data revealed no significant interaction of cognitive and personality factors with training modes, but this exploratory phase of the research was limited (as was the total effort) by methodological and conceptual problems. (Included are a 22-item bibliography, standards for teacher behavior, a representative sample of instructor scripts of problem episodes, the simulation training instructions, and descriptions of the measurement instruments and procedures.) (JS)

ED 026 305 24 SP 002 154

Schalock, H. Del, Ed. Hale, James R., Ed.

A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education. Volume I: Overview and Specifications. Final Report.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—151p.

EDRS Price MF-\$0.75 HC-\$7.65

Descriptors—Behavioral Objectives, Behavior Standards, Cost Effectiveness, Decision Making, Educational Specifications, Elementary School Teachers, Evaluation, Individualized Instruction, Information Processing, Instruction, Interpersonal Competence, Laboratory Training, Learning Processes, Management,

*Models, Noninstructional Responsibility, Practicums, Professional Education, Program Proposals, Systems Approach, Teacher Education Curriculum

Identifiers—ComField Model Teacher Education Program

This main volume (SP 002 155-SP 002 180) comprise the appendices to this volume) explains the ComField (competency based, field centered) Model—a systems approach to the education of elementary school teachers which entails specifications (1) for instruction and (2) for management of the instructional program. In an overview, the ComField Model is described as a process; the conceptual frameworks on which it is based are detailed; and specifications for instruction and management are outlined. Part 1 provides specifications for the instructional program in terms of (1) entry behaviors, (2) instructional competencies (three phases include foundations, laboratory, and practicum), (3) noninstructional competencies, (4) facilitating competencies, and (5) the personalization of professional competencies. Part 2 details specifications for program management, including explanations of the nature of the management system—instruction, policy, adaptation, program execution, supply, personnel, research and development, costing, information transmission, and evaluation. Factors involved in implementing a ComField based program, including commitment, resources, adaptability, and time, are considered in Part 3. ED 018 677 is a related document. (SG)

ED 026 306 24 SP 002 155

Schalock, H. Del

Appendix A. A First Approximation to a Taxonomy of Learner Outcome.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—9p.; Appendix A in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. II, p1-9.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Affective Behavior, Cognitive Processes, Interpersonal Competence, Learning, Learning Processes, Self Concept, Student Attitudes, Student Behavior, Taxonomy

Identifiers—ComField Model Teacher Education Program

To provide effective instruction, a taxonomic framework is proposed which (1) includes all possible learner outcomes yet is understandable and manageable, (2) provides order to currently existing taxonomies of learner outcomes, and (3) facilitates instructional planning. Domains of organismic adaptation roughly corresponding to (1) the need for internal regulatory mechanisms that permit survival and growth of the organism (regulatory domain), (2) the need for interpersonal relationships which lead to the perpetuation and social ordering of the species (interpersonal domain), and (3) the need for competencies which permit adaptations to external environmental demands (cognitive domain) may be identified. Each domain is composed of three systems: regulatory-physical, emotionality, and identity; interpersonal-sexual, status, and friendship-love; cognitive-psychomotor, intellectual, and attitudinal. It is assumed that only cognitive or competence outcomes are "learned." Outcomes in the vital domain are viewed as accrued "residue" from all that happens to an organism in the course of its existence, while outcomes in the interpersonal domain are seen as "shaped" rather than learned. (This document and SP 002 156-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154.) (Author/SG)

ED 026 307 24 SP 002 156

Rousseau, Leon

Appendix B. A Conceptual Model for the Teaching of Elementary Mathematics.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—32p.; Appendix B in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. II, p10-41.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Algebra, Arithmetic, Classroom Communication, Communication (Thought Transfer), Elementary School Mathematics, Geometry, Individualized Instruction, Instructional Media, Language Classification, Models, Problem Solving, Questioning Techniques, Remedial Instruction, Symbols (Mathematics), Teaching Techniques

Identifiers—ComField Model Teacher Education Program

A two-part communication model for teaching elementary mathematics is proposed. Part 1 delineates symbols commonly used in teaching arithmetic. Parts of mathematical language (mathematical objects, relations, operations, expressions, and sentences) are compared to analogous parts of the English language. Part 2 is a conceptualization of strategies that teachers can use in the communication process. The four distinct components of the model (manipulatory verbal stage involving the concrete, manipulatory verbal stage involving the concrete followed by symbolization, symbolization as an instruction to manipulate the concrete, and symbolization without reference to the concrete), each of which constitutes a particular sequential communication strategy, are described, and particular features of the model (individualization of instruction, identification of prerequisites, remediation, individual differences, computation, open sentences, and problem solving) are considered. Also, a problem solving model (derived from the communication model and incorporating nine heuristics of inquiry—enumeration of specific cases, deduction, inverse deduction, analogy, preservation of enabling principles, variation, continuity of form, existential counter example, and determination of limits) is presented. (This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154.) (Author/SG)

ED 026 308 24 SP 002 157

Gaudette, Dean And Others

Appendix C. Content Model—Mathematics—for Elementary Education.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—32p.; Appendix C in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. II, p42-73.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Behavioral Objectives, Curriculum Guides, Elementary School Mathematics, Elementary School Teachers, Models, Set Theory, Teacher Education, Teacher Education Curriculum, Teaching Techniques

Identifiers—ComField Model Teacher Education Program

This appendix charts the instructional manager's and the student's procedures for using the ComField Cognitive Model. Parts of the mathematical component of the ComField Model Teacher Education Program Specifications are then developed to complement these procedures. Ten mathematics topics (sets; numeration systems; numbers; basic operations; fractions, decimals, and percentages; algebra; geometry; graphs; problem solving; and measurement) for elementary school teachers are listed, and broad behavioral objectives are stated for each. As an example of the learning package that might be developed in order to teach mathematics to prospective teachers, the topic of sets is elaborated to include a set of specific behavioral objectives in teaching sets, a pretest for the first objective (introducing sets), material for a general introduction to sets, exercises in the use of sets, and a first posttest on the introduction to sets learning package. A 14-item bibliography is included. (This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154.) (SG)

ED 026 309 24 SP 002 158

Baird, Hugh

Appendix D. Role II: Sample Task Analysis and Behavioral Objectives.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—12p.; Appendix D in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. II, p74-85.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Behavioral Objectives, Educational Programs, Educational Research, Noninstructional Responsibility, *Program Development, *Systems Approach, *Task Analysis, *Teacher Education, Teacher Education Curriculum, Teaching Techniques, Teamwork

Identifiers—*ComField Model Teacher Education Program

To illustrate how instructional systems may be developed to prepare students in teacher training programs, a sample analysis of noninstructional tasks (grouped under the general headings of working to improve educational opportunities for children and working for increased teacher benefits) is provided along with sample behavioral objectives for two selected tasks (research and teamwork). This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154. (SG)

ED 026 310 24 SP 002 159

Garrison, Jesse Haines, Tom

Appendix E. General Adaptive Strategies.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—23p.; Appendix E in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. II, p86-109

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Adaptation Level Theory, Adjustment (to Environment), Case Studies (Education), Educational Diagnosis, Educational Research, Educational Responsibility, Individual Characteristics, Individual Development, Interpersonal Competence, Models, Noninstructional Responsibility, *Perception, Personal Adjustment, Self Actualization, Self Congruence, *Self Evaluation, *Systems Approach, *Teacher Education, Teacher Qualifications, Teaching Models

Identifiers—*ComField Model Teacher Education Program

To develop within teachers those adaptive capabilities necessary to enable them to diagnose learner difficulty and potential, to make prescriptions based on valid diagnosis, and to implement the prescriptions, an attempt has been made to analyze the behavioral components of a general adaptive strategy so that instructional systems can be developed to produce them. The general adaptive strategy has both process and content components. The process competencies required include abilities to (1) assess a situation, (2) prescribe predictable alternatives, and (3) follow through. The content component encompasses competencies in (1) foundation areas (personal and interpersonal), (2) general areas, and (3) professional areas (instructional and noninstructional). As an example of how components may be further specified, self-definition, a personal foundation area content component, may be analyzed in terms of five categories: psychological needs, personality traits, cognitive styles, abnormal distortion, and knowledge base. (Two case studies of actual students are included to demonstrate the relation between the content description of self-definition to the process component of the model. This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154. (Author/SG)

ED 026 311 24 SP 002 160

Mial, Dorothy

Appendix F. Interpersonal Competencies.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—6p.; Appendix F in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. II, p110-115.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Interpersonal Competence, Interpersonal Relationship, Self Actualization, Self Esteem, Self Evaluation, Teacher Characteristics, *Teacher Qualifications

Identifiers—*ComField Model Teacher Education Program

Fifteen teacher competencies (proceeding from self-awareness to interpersonal competence) which relate to the production of desired behaviors in children are identified. The author states that the competencies listed seem to apply with equal relevance to the teacher in the classroom and the teacher as a colleague. This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154. (SG)

ED 026 312 24 SP 002 161

Hale, James R.

Appendix G. Basic Training Model for the ComField Practicum.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—7p.; Appendix G in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. II, p116-122.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Course Descriptions, Curriculum Development, Evaluation, *Models, *Practicums, *Systems Approach, Teacher Education, *Teacher Education Curriculum, Teacher Educators

Identifiers—*ComField Model Teacher Education Program, Joint Inquiry

The practicum for the ComField Model Teacher Education Program is based on Joint Inquiry, a process for systematically improving instruction in which the instructional manager (individual in charge of instruction, in this case a student teacher), or I.M., and the trainer (teacher educator) together attempt to solve a professional problem. Joint Inquiry is implemented through a five-phase cycle (planning, observation, analysis, strategy, and conference) related to seven underlying principles: (1) The I.M. and the trainer jointly share understanding of the problem situation. (2) Shared understanding demands full exchange of information. (3) The I.M. must attempt to achieve his goals, not the trainer's. (4) There will be no learning unless the I.M. makes a provisional try, i.e., exposes his behavior. (5) After making a provisional try, the I.M. must receive information about his performance, not about his personality. (6) The I.M. must receive information about the effects of his performance. (7) The I.M. performance indicates the order in which desired changes are to be accomplished. Transcripts of the teaching act plus records from planning sessions and conferences serve as a basis for further counseling and referral. An evaluation team consisting of a group of trainers determines when the I.M. has completed the practicum. (This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154. (Author/SG)

ED 026 313 24 SP 002 162

Hite, Herbert Rousseau, Leon

Appendix H. Sample Task Analysis: Behavioral Objectives for ComField Laboratory.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—11p.; Appendix H in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. II, p123-133.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Behavioral Objectives, Classroom Environment, Educational Objectives, Individualized Instruction, Instruction, *Laboratory Training, Student Evaluation, Student Teacher Relationship, *Task Analysis, *Teacher Education, *Teacher Qualifications, Teaching Techniques

Identifiers—*ComField Model Teacher Education Program

Seven competencies essential for an effective instructional manager (individual in charge of instruction) are identified: (1) define the objectives of instruction, (2) adjust the instruction for the individual, (3) select appropriate strategy of instruction, (4) organize the learning environment, (5) interact with pupil for pupil success, (6) evaluate student growth, and (7) define the next instructional procedures appropriate for each individual. Each of these seven competencies is then broadly analyzed for component—both knowledge and application—tasks. This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154. (SG)

ED 026 314 24 SP 002 163

Hite, Herbert Rousseau, Leon

Appendix I. An Experimental Model for Preparing Teachers to Develop Behavioral Objectives; the Washington State University and Bellevue (Washington) Public Schools Career Teaching Project.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—88p.; Appendix I in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. II, p134-221.

EDRS Price MF-\$0.50 HC-\$4.50

Descriptors—Achievement Tests, Affective Behavior, *Behavioral Objectives, Cognitive Processes, Diagnostic Tests, Educational Research, Essay Tests, *Instructional Materials, Learning Activities, Learning Experience, Learning Processes, *Models, Performance Criteria, Systems Approach, *Task Analysis, Task Performance, Taxonomy, *Teacher Education

Identifiers—Affective Domain, Cognitive Domain, *ComField Model Teacher Education Program, Taxonomy of Educational Objectives

Six tasks designed to prepare teachers to develop behavioral objectives are detailed: (1) Define "behavioral objective," and list characteristics of behavioral objectives. (2) Distinguish between objectives which are behaviorally stated and those which are not. (3) Write behavioral objectives for learning activities appropriate to your special field of teaching. (4) Write objectives for your own field for the cognitive domain of behavior: for the knowledge level of behavior and for higher levels of behavior. (5) Write behavioral objectives for learning activities (appropriate to your field of teaching) at the first three levels specified in TAXONOMY OF EDUCATIONAL OBJECTIVES—AFFECTIVE DOMAIN. (6) Write behavioral objectives for learning activities (appropriate to your field of teaching) in the psychomotor domain. After the statement of each task, a model (encompassing the activity, an optional activity, diagnosis, evaluation, an additional activity if needed, and a criterion task) of the task is provided. Also included, as needed, are directions to students, tests on task achievement, diagnostic tests, items for activity, and additional explanatory materials. This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154. (Author/SG)

ED 026 315 24 SP 002 164

Rousseau, Leon And Others

Appendix J. An Experimental Model to Enable Instructional Managers to Demonstrate Interaction Competency.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—26p.; Appendix J in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. II, p222-247.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Affective Behavior, Communication (Thought Transfer), Counseling, Educational Research, Individualized Instruction, Interaction Process Analysis, Interpersonal Competence, *Microteaching, *Models, Planning, Remedial Instruction, Selection, *Student Teacher Relationship, Systems Approach, *Task Analysis, *Teacher Education, Video Tape Recordings

Identifiers—Affective Domain, *ComField Model Teacher Education Program, Taxonomy of Educational Objectives

The interaction tasks (or communication process) model, an experimental model to enable instructional managers (in this case education students undergoing microteaching) to demonstrate competence in their interactions with students, is predicated upon four sequential component subsystems: (1) selection, (2) planning, (3) criterion task, and (4) remediation. If necessary, the criterion task subsystem may be replicated as a fifth component. Moreover, a sixth component, the counseling subsystems, may be entered at any time from within one of the other components. By means of this model, it is possible to analyze five interaction tasks—communicating new information or demonstrating a specific psychomotor skill, communicating a specific learning task in order to elicit responses indicating willingness to undertake the task, eliciting responses indicating the application of a previously comprehended abstraction to solve a problem, eliciting responses which evidence divergent thinking, and eliciting responses indicating valuing behavior (according to the 3.0 level of TAXONOMY OF EDUCATIONAL OBJECTIVES—AFFECTIVE DOMAIN). (This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154.) (Author/SG)

ED 026 316 24 SP 002 165

Hite, Herbert

Appendix K. Trial Form of an Instrument for Evaluating Instructional Managers in the Practicum.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—7p.; Appendix K in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. II, p248-254.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Behavioral Objectives, *Behavior Rating Scales, Educational Objectives, *Practicums, *Teacher Education, *Teacher Evaluation

Identifiers—*ComField Model Teacher Education Program

A two-part instrument for evaluating education students in the practicum has been developed. Part 1 is designed to assess the student teacher's definition of instructional objectives, while Part 2 focuses on his implementation of those objectives. The student teacher is given both performance and explication ratings. Performance level is evaluated through observation of the student teacher while he is engaged in actual teaching experiences. Explication is appraised during conferences in which the student teacher is asked to explain his teaching performance in a particular situation in relation to general performance criteria. (This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154.) (SG)

ED 026 317 24 SP 002 166

Lamb, George

Appendix L. A Sequence for the Practicum.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—10p.; Appendix L in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. II, p248-254.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Course Organization, *Evaluation Criteria, *Instruction, Models, *Practicums, Sequential Approach, *Sequential Programs, Systems Approach, *Teacher Education, Teacher Evaluation, Teacher Experience

Identifiers—*ComField Model Teacher Education Program

Practicum experiences for the student teacher should be sequentially ordered, proceeding from the simple to the complex. Having identified the areas of instructional experience as (1) number of lessons taught per day, (2) number of pupils taught per lesson, (3) sequential context of the lesson taught, (4) cognitive level of the lesson taught, and (5) level of decision responsibility, it is possible to rate sequentially levels of experience in each area, e.g., 1.1 = less than one lesson per day, 1.2 = one lesson per day, 1.3 = two lessons per day, and so on. Moreover, these teaching experiences may be appraised in terms of the student teacher's (1) definition of objectives, (2) adjustment for individual differences, (3) selection of strategies (4) organization of environment, (5) interaction with pupils, (6) evaluation of pupil growth, and (7) definition of the next step. When the sequential stages of experience are ordered along a horizontal axis and the appraisal criteria are ordered along a vertical axis, a matrix demonstrating the relationship between the sequential stages of experience and the appraisal criteria is formed. (This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154.) (SG)

ED 026 318 24 SP 002 167

Jung, Charles

Appendix M. Research Utilization and Problem Solving

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—63p.; Appendix M in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. III, p1-63.

EDRS Price MF-\$0.50 HC-\$3.25

Descriptors—Action Research, Classroom Environment, Communication Skills, Community Influence, Data Collection, Effective Teaching, Feedback, Force Field Analysis, Group Membership, *Inservice Teacher Education, Interpersonal Competence, Listening Skills, *Models, Organizational Climate, *Problem Solving, Rating Scales, *Research Utilization, Student Teacher Relationship, *Teacher Improvement

Identifiers—*ComField Model Teacher Education Program

The Research Utilization and Problem Solving (RUPS) Model—an instructional system designed to provide the needed competencies for an entire staff to engage in systems analysis and systems synthesis procedures prior to assessing educational needs and developing curriculum to meet the needs identified—is intended to facilitate the development of seven skills fundamental to effective teaching. These skills are (1) research utilization and problem solving, (2) force field analysis, (3) listening, (4) communicating, (5) providing and accepting help, (6) giving and receiving feedback, and (7) working with peers and superiors. Both action research steps (identifying the problem, diagnosing the problem situation, considering action alternatives, trying out an action plan, and diffusion and adaptation) and the force field technique are employed in problem solving. Effects of the classroom environment, data gathering, deriving action implications and alternatives from a research finding, and dimensions of group growth are also considered in the model. Furthermore, a complementary model has been designed for acting out the RUPS Model. (Included are rating scales for group growth and a guide by which teachers can rate themselves on

the seven fundamental skills. This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154.) (SG)

ED 026 319 24 SP 002 168

Jung, Charles And Others

Appendix N. Implementation of the RUPS System in a Total School District.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—42p.; Appendix N in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. III, p64-106.

EDRS Price MF-\$0.25 HC-\$2.18

Descriptors—Action Research, *Curriculum Development, Data Collection, Feedback, Force Field Analysis, Group Dynamics, Group Membership, *Inservice Teacher Education, *Models, Planning, Practicums, Problem Solving, *Research Utilization, School Districts, *Systems Analysis

Identifiers—*ComField Model Teacher Education Program

The implementation in a school district of the Research Utilization and Problem Solving (RUPS) System is demonstrated. RUPS is an instructional system for an inservice program designed to provide the needed competencies for an entire staff to engage in systems analysis and systems synthesis procedures prior to assessing educational needs and developing curriculum to meet the needs identified. Thirteen instructional problems (or instructional subsets) necessitating research utilization and problem solving skills are delineated: identifying a problem, using research about the classroom, diagnosis using force field technique, diagnosing teamwork relationship, data gathering skills, selecting tools for data collection, spotting the major results in data, anchored trainer ratings, the concept of feedback, deriving implications and action alternatives, planning for action, small group dynamics, planning for action practicum. Instructional/learning objectives and product performance specifications are provided for each instructional subset. Where appropriate, instructional strategy steps and materials are also specified. This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154.) (SG)

ED 026 320 24 SP 002 169

Fox Robert S. Lippitt, Ronald

Appendix O. The Human Relations School.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—19p.; Appendix O in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. III, p107-126.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Cooperative Programs, *Educational Objectives, Group Dynamics, *Human Relations, Inservice Education, Instructional Technology, Intercommunication, *Models, *School Community Cooperation, *School Organization, School Personnel, Staff Utilization

Identifiers—*ComField Model Teacher Education Program

This document presents a model for a Human Relations School, an educational system in which attention is formally focused on the human relations aspects of the school, those aspects traditionally subordinated to cognitive objectives. Ten basic assumptions are listed which led to the identification of a set of goal areas. Five to 10 "illustrative examples of mechanisms or activities which may be instrumental in achieving the objectives" are listed for each of the first five of the seven goal areas: (1) to achieve involvement and collaboration of the major segments of (a) the educational community and (b) the socialization community in the development and operation of the school program; (2) to develop and maintain continuing inservice education programs for all

the manpower involved in the educational program; (3) to recruit, develop, and utilize the great variety of human resources needed to provide all students with maximum learning opportunities and stimulation to learn; (4) to mobilize and utilize creatively the resources of technology, time, and space in such ways as to foster human relations values and goals; (5) to develop and maintain an open and supportive system of communication horizontally (between peers) and vertically (between students, older students, teachers, administrators) within the school building. This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications, SP 002 154. (JS)

ED 026 321 24 SP 002 170

Jung, Charles Luke, Robert

Appendix P. Categorical Breakdown of Interpersonal Area.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—4p.; Appendix P in A Competency Based, Field Centered Systems Approach to Elementary Teacher Education; Final Report. Vol. III, p127-130.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Behavior, *Classification, *Interpersonal Competence, *Interpersonal Relationship, *Learning Processes, Student Behavior, Teacher Behavior, Teacher Educators

Identifiers—*ComField Model Teacher Education Program

Fifteen recognized leaders in the interpersonal relations area were asked to identify the interpersonal competencies that are related to the facilitations of learning processes for pupils, teachers, and teachers of teachers. Their reports were analyzed and a category system developed which would encompass four major dimensions: interpersonal perceptions, intrapersonal perceptions, interpersonal orientation, and interpersonal behaviors. Competencies in the interpersonal behaviors dimensions are listed under five sub-categories: personal descriptive dimensions, meaning in terms of group process and group dimensions of growth, intra- and interpersonal purposefulness of the personal behavior-learning climate, extrapersonal purposefulness of the interaction, and meaning of the behavior as an interpersonal relationship. After further refinement of the category system, instructional systems can be developed to produce total behaviors in the same way as described in the ComField Model. (This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications SP 002 154.) (JS)

ED 026 322 24 SP 002 171

Van Egmond, Elmer E.

Appendix Q. Educational Leaders Laboratory.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—4p.; Appendix Q in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. III, p131-134.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Laboratory Training, *School Personnel, *Training Techniques

Identifiers—*ComField Model Teacher Education Program

This appendix contains descriptions of several laboratory-type experiences suitable for a training program for educational leaders. Activities include a series of 10-minute microlab experiences, lectures followed by skill sessions, T-Group games, and various other experiences to stimulate self-exploration, group intercommunication, observation, and feedback. This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154. (JS)

ED 026 323 24 SP 002 172

Wallen, John L.

Appendix R. A Basic Communication Skill for Improving Interpersonal Relationships.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—13p.; Appendix R in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. III, p135-148.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Communication Skills, *Interpersonal Relationship, *Laboratory Training, *Training Techniques

Identifiers—*ComField Model Teacher Education Program

This appendix contains descriptions of three exercises designed to develop basic communications skills for improving interpersonal relations. Each exercise—designed to be engaged in by teachers in dyads, triads, quadruples, or similar groups without the presence of a skilled leader—includes a statement of the problem, description of the skill and skill-development techniques with illustrative examples, and questions useful for practicing verbal and nonverbal communication of feelings. This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154. (JS)

ED 026 324 24 SP 002 173

Garrison, Jesse

Appendix S. Broad Curricular Planning for the ComField Model Teacher Education Program.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—15p.; Appendix S in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. III, p149-164.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Cognitive Development, College Environment, *Curriculum Development, *Educational Objectives, *Elementary School Teachers, Instructional Innovation, Interdisciplinary Approach, *Preservice Education, *Teacher Education Curriculum

Identifiers—*ComField Model Teacher Education Program

Elements to be included in the teacher education program must be organized to integrate the instructional (cognitive) and personal-social (affective) aspects of teaching. The college setting must provide explicit behavioral objectives known to the student, learning activities organized around cultural problems relevant to elementary school teaching, the types of affective learning required for successful teaching, and a reward system reflecting the importance of individual counseling and laboratory and clinical experiences. Specific component proposals include (1) general education experiences to acquaint the student with the various fields of study, to build basic verbal and intellectual skills prerequisite to successful functioning at a higher level, and to assist the student in defining his own strengths and weaknesses in the college setting; (2) an interdisciplinary major relevant to the needs of the elementary teacher; (3) content-to-be-taught courses which emphasize the fundamental precepts underlying the content field and its system of organization and operation; (4) professional education to integrate the knowledges, commitments, and various personal characteristics of the teacher into a functional philosophy of classroom teachings; (5) an internship applying the content and procedures to the public school setting. (A nine-item bibliography is included. This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154.) (JS)

ED 026 325 24 SP 002 174

Garrison, Jesse

Appendix T. Personalizing Teacher Education.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—9p.; Appendix T in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. III, p165-174.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Elementary School Teachers, Instructional Technology, Mental Health, *Personal Adjustment, *Program Development, *Self Concept, Self Evaluation, *Teacher Education, Teacher Role

Identifiers—*ComField Model Teacher Education Program

Two basic reasons compel a strong personalizing emphasis—a concern for the teacher-as-a-person-in the model teacher education program. Both are directly related to the "global objective" of providing for adaptive capabilities. The first reason derives from the already established mental health movement in our schools—the accepted responsibility for the personal and social development of students as well as the charge to develop intellectual abilities. The value of a focus on teacher self-definition, self-evaluation, and self-direction in providing for adaptive capabilities has received support from both clinical and educational sources. The second reason for concern comes from advances in the efficient acquisition of knowledge through the use of programmed materials, particularly those mediated by computer. This is a trend that is gaining momentum and that will require increasing numbers of teachers being trained today to accept roles in education quite different from those of the past. These roles will emphasize the human factors in education that cannot be handled by machines. A model teacher education program should attend specifically to the conditions requisite to achieving a total individualization of education. (This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154.) (JS)

ED 026 326 24 SP 002 175

Garrison, Jesse

Appendix U. Self Concept and Teaching: An Exploration.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—12p.; Appendix U in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. III p175-187.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Affective Behavior, *Counseling Programs, Educational Experiments, Educational Philosophy, *Elementary School Teachers, Interviews, *Self Concept, Student Teacher Relationship, Teacher Behavior, Teacher Characteristics, *Teacher Education, Testing

Identifiers—ComField Model Teacher Education Program, Edwards Personal Preference Schedule, Oregon, Sixteen Personality Factor Questionnaire

A study was conducted to design a system of testing and interviewing which would bring into some relationship the personal characteristics of teacher education students and the external or setting demands made on public school teachers. The major purpose was to provide an opportunity for each student to examine his behavior in a safe and supportive environment to assist him in establishing a set of beliefs and commitments congruent with his makeup and relevant to the teaching profession. Of the 40 junior and senior students who volunteered for the study, 20 served as a control group. The 20 participants each met with the experimenter for five or six 1-hour weekly interviews to discuss the interaction between the student's personality profile (compiled from a test battery) and his philosophical commitment, and to analyze a video tape record of his student teaching performance. Three independent judges viewed 16 video tapes, eight representative of each group, and rated each student on use of expression, reactions with pupils, and style of presentation. Although the interrater reliability was extremely high and analysis of vari-

ance of scores yielded a significant difference in experimental and control group ratings, the unsophisticated nature of the research leaves many unresolved questions. (This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154.) (JS)

ED 026 327 24 SP 002 176
Wallen, John L.

Appendix V. Charting the Decision-Making Structure of an Organization.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—12p.; Appendix V in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. III, p188-200.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Administrative Organization, *Charts, *Decision Making, *Group Structure, *Organizations (Groups)

Identifiers—*ComField Model Teacher Education Program

This appendix contains instructions in how to chart the decisionmaking structure of an organization. Included is discussion of the Line of Delegation or Accountability, a code for indicating the kinds of influence any position may exercise in relation to a decision, description with illustrations of the form of the chart, a list of the steps involved in constructing the chart, and general comments in answer to six common questions: (1) How does the decisionmaking structure relate to a delegation chart? (2) Does the chart show how much authority a position has? (3) Why aren't some positions called "staff" and some called "line"? (4) How does a position guide relate to the decisionmaking structure? (5) Does a chart of the decisionmaking structure really solve the problems of overlapping authority or of gaps in authority? (6) Won't consulting with others be quite costly and time-consuming? This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154. (JS)

ED 026 328 24 SP 002 177

Sell, G. Roger And Others

Appendix W. Cost Analysis in Teacher Education Programs.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—14p.; Appendix W in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. III, p201-215.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Accounting, *Cost Effectiveness, *Program Costs, Resources, *Systems Approach, *Teacher Education

Identifiers—*ComField Model Teacher Education Program

This paper is an introduction to the basic cost-related tools available to management for planning, evaluating, and organizing resources for the purpose of achieving objectives within a teacher education preparation program. Three tools are presented in separate sections. Part I on the cost accounting tool for identifying, categorizing, and calculating resources needed to support the operations of the program includes discussion of cost estimating relationships, sources of cost data, a cost data bank, estimating techniques, and organization of system costs. Part II on the cost-effectiveness tool for maximizing system effectiveness while minimizing costs includes discussion of the systems approach, features of the cost-effectiveness system, and the cost-effectiveness concept (with a diagram). Part III on the cost-benefit tool, a means of comparing program costs and program benefits, discusses the individual and societal cost-benefit ratios. Included is a 24-item reference list. This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154. (JS)

ED 026 329 24 SP 002 178

Coffin, Robert W.

Appendix X. ComField Information Management System.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—14p.; Appendix X in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. III, p216-230.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Data Processing, Decision Making, *Information Storage, *Information Systems, *Models, *Program Administration, *Teacher Education

Identifiers—*ComField Model Teacher Education Program

This appendix outlines the ComField information management system which is designed to give the project management a comprehensive tool for decisionmaking and to free instructors from tasks of keeping current records of every student's performance, help them plan their time more efficiently for counseling students and planning instruction, and provide them a means of perceiving a student in a broad context. The information content in the ComField Project is listed under the three categories which constitute the data plex: staff resource file, student file, and instructional systems file. Information management within the instructional program is discussed with diagrams of the instructional system, of the total instructional complex, and of the relationships between research and development, personnel, and instructional functions. Three flow charts present (1) communication and information flow to support the instructional program, (2) communication and information flow to support adaptation and supplier functions, and (3) communication and information flow to support personnel and research and development. This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154. (JS)

ED 026 330 24 SP 002 179

Coffin, Robert

Appendix Y. The Integrated Communications Experiment (ICE) Summary.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—13p.; Appendix Y in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. III, p231-243.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Computer Oriented Programs, *Electronic Data Processing, Information Retrieval, Information Storage, *Information Systems, Program Descriptions, Programming, Recordkeeping, *Teacher Education

Identifiers—*ComField Model Teacher Education Program

This appendix describes the Integrated Communications Experiment (ICE), a comprehensive computer software capability developed for the ComField Project. Each major characteristic of the data processing system is treated separately: natural language processing, flexibility, noninterference with the educational process, multipurpose, comprehensive retrieval, centralization of records and distribution, statistical analysis, long-range data management, editing capacity, automatic coding and uncoding, data accuracy, uniform data preparation, and computer independence. Included also are descriptions of the three major programming systems—file generation and translation, file management and editing, and file retrieval—which are considered a minimum set of software functions which would satisfy the total demand of a record system in the natural language. Two flow charts are appended: (1) schematic configuration showing one possible ComField system using a comprehensive storage/retrieval system such as ICE and (2) the ICE system including document description,

translation, information retrieval, and file maintenance and editing. This document and SP 002 155-SP 002 180 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154. (JS)

ED 026 331 24 SP 002 180

Schalock, H. Del

Appendix Z. Classes of Measures Used in the Behavioral Sciences, the Nature of the Data That Derive from Them, and Some Comments as to the Advantages and Disadvantages of Each.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-9022

Pub Date Oct 68

Contract—OEC-0-8-089022(010)

Note—6p.; Appendix Z in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. III, p244-249.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Behavioral Sciences, *Measurement Instruments, *Measurement Techniques

Identifiers—*ComField Model Teacher Education Program

Six classes of measures are listed in this appendix: Interviews (structured and unstructured); Systematic Observation (diary records, check lists, rating scales, and running records using preconceived category sets); Standardized Objective Measures (intelligence and aptitude tests, achievement measures, and measures of personality, attitude and interest); Teacher Made Tests (short answer, essay and products); plus several nonobtrusive measures. Tables indicate the form, data level, and particular strengths and weaknesses of each. This document and SP 002 155-SP 002 179 comprise the appendices for the ComField Model Teacher Education Program Specifications in SP 002 154. (JS)

ED 026 332 SP 002 182

Kenney, Helen J. And Others

Teacher Education: The Young Teacher's View. A Report of Four Regional Conferences for Student Teachers and Beginning Teachers of the Disadvantaged. Project Report Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.

American Association of Colleges for Teacher Education, Washington, D.C.; Ball State Univ., Muncie, Ind.; National Commission on Teacher Education and Professional Standards, Washington, D.C.; Student National Education Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 68

Note—15p.

Available from—NDEA, c/o Amer. Assn. of Coll. for Teacher Education, Room 804, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.50).

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Beginning Teachers, *Conference Reports, *Disadvantaged Youth, Field Experience Programs, Practicums, Program Development, *Student Teachers, *Teacher Education, Teacher Education Curriculum, Teacher Experience

This publication summarizes the proceedings and outcomes of four conferences, each of which had the same purposes: to identify, clarify, and specify the issues relevant to preparing teachers of disadvantaged youth; and to recommend substantive changes and appropriate strategies for improving the preservice and inservice education of these teachers. An introductory section summarizes the background, settings, and individual characteristics of the four conferences—in Los Angeles, New Orleans, Detroit, and Boston—each of which was attended by approximately 70 student teachers and beginning teachers. The body of the report consists of a synthesis of the conference discussions and recommendations, emphasizing several major themes and indicating consensus positions. Recommendations (all of which focus "on the needed revolution in teacher education") are listed under two headings: "The Practicum: Program Note-or Panacea" and "Theory Courses: Knowledge of Most Worth." Included are brief descriptions of two "action programs" proposed by each conference to im-

plement conference ideas. Conference program schedules are appended. (JS)

ED 026 333 SP 002 183

Pearl, Arthur Belton, Sylvia
The Bethel Project. Project Report Three, the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 68
Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—College School Cooperation, Consultants, Cooperative Programs, Demonstration Projects, *Disadvantaged Youth, Economically Disadvantaged, Inservice Courses, Job Training, Models, Occupational Mobility, *On the Job Training, *Program Descriptions, *Teacher Aides, *Teacher Education, Teacher Recruitment, Teacher Seminars

Identifiers—*Bethel Project, New Careers, Oregon, Upward Bound

A demonstration program instituted the New Careers model into the Bethel school system in Eugene, Oreg., with three objectives: to create an entry system for economically disadvantaged youth into teacher preparation academic course work; to acquire academic credit for the teacher aide's on-the-job training within the university teacher education structure; to negotiate toward a mobility system for the teacher aide within the permanent structure of the school system. Inservice seminars were conducted by University of Oregon personnel for volunteer teachers who desired to have teacher aides. Aides, selected from the Upward Bound program at the University, received preservice training through the department of teacher education at the University and were enrolled in two education courses there. Release time teachers were hired as consultants to work with the cooperating teachers, and graduate research assistants were granted to provide for quality control research. The program evaluation indicated that major weaknesses stemmed from managerial problems which do not affect the general feasibility of the New Careers model but that the model should be further developed with a careful delineation of the training and curriculum for both teachers and teacher aides. (Included is the evaluative analysis of the program design and processes, of the observable impact of the program on the school system, and of the implications for future teacher training programs.) (JS)

ED 026 334 SP 002 184

Haubrich, Vernon, Ed.

Studies in Deprivation. Occasional Paper, Special. NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.

American Association of Colleges for Teacher Education, Washington, D.C.; Ball State Univ., Muncie, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 68

Note—19p.; Papers presented at a research symposium sponsored by The American Educational Research Assn. (February 1968).

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—American Indians, Attention, Cognitive Development, *Disadvantaged Environment, *Disadvantaged Youth, *Educational Experiments, Family School Relationship, Language Ability, Low Achievement Factors, Minority Group Children, Minority Group Teachers, Negro Students, Racial Attitudes, Socioeconomic Status, *Student Ability, *Teacher Attitudes, Urban Schools

This document contains four papers. "Some Effects of Social Class and Race on Children's Language and Intellectual Abilities" by Martin Whiteman, Bert R. Brown, and Martin Deutsch is a report of research investigating several different interactions between environmental factors, socioeconomic status, race, and the cognitive and verbal abilities of 292 first and fifth grade Negro and white children in New York City. "Racial Attitudes as a Factor in Teacher Education for the Deprived Child" by Philip I. Freedman summarizes three research experiments, one analyzing the reluctance of Caucasian student teachers to work in special service schools, and the other two evaluating varying conditions of contact with

Negroes as a means of reducing racial fears and antagonisms and establishing a more receptive psychological set for teaching deprived Negro children. "Effects of Environmental Deprivation on Basic Psychological Processes: Some Hypotheses" by Cynthia P. Deutsch combines a series of research findings to develop hypotheses regarding the relationships between auditory and visual discrimination and attentional, perceptual, and linguistic processes. "Indians in Two Public School Systems: Deprivation and Disadvantage" by Vernon F. Haubrich examined school achievement records, dropout statistics, and other data gathered on two Indian tribes in the Pacific Northwest to analyze relationships between home conditions, school program, and teacher observations and expectations. (JS)

ED 026 335 SP 002 185

Cruikshank, Donald Leonard, James

The Identification and Analysis of Perceived Problems of Teachers in Inner-City Schools. Occasional Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.

American Association of Colleges for Teacher Education, Washington, D.C.; Ball State Univ., Muncie, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67

Note—11p.; Study dev. from the Inter-Institutional Program Development (IIPD) Project of the NDEA National Institute.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Behavior Problems, *Disadvantaged Youth, Discipline Problems, *Educational Problems, *Elementary School Teachers, Exceptional Children, Family Problems, Individual Differences, Parent School Relationship, Peer Relationship, Student Problems, *Surveys, Task Analysis, Teacher Education Curriculum, Test Construction, *Urban Schools, Urban Teaching Identifiers—*Teacher Problem Inventory, TPI

In order to collect data supportive of the development of new curriculum and curriculum materials for use in the preparation of teachers to work with disadvantaged children, a study was conducted to determine the type and extent of problems perceived by teachers as they teach in inner-city or "ghetto" schools. Each of 12 school district superintendents from the 17 largest U.S. cities identified an elementary school attended by many disadvantaged children; then principals of those schools selected randomly two teachers at each grade level to provide information (over a 10-day period) to be used in the construction of an instrument entitled, "My Biggest Problem Today Inventory." Three doctoral assistants synthesized the approximately 1,400 critical incidents into 184 somewhat different problem statements which served as the basis for construction of a 184-item instrument, "The Teacher Problem Inventory" (TPI), which requests respondents to consider each problem statement in terms of its frequency of occurrence and its severity. The TPI was then administered to all 287 K-6 teachers in the cooperating schools (Major results of the data analysis are appended: (1) chi square values for the 96 problems significant on either the frequency or severity scales or both, (2) frequency percentages and rank orders for the 45 significant problems reported by more than 1/3 of the respondents as either frequent or severe or both, (3) the 37 major problems grouped under nine categories.) (JS)

ED 026 336 SP 002 186

Haubrich, Vernon

Design and Default in Teacher Education. Occasional Paper Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.

American Association of Colleges for Teacher Education, Washington, D.C.; Ball State Univ., Muncie, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 68

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Administrative Personnel, *Bureaucracy, College School Cooperation, Cooperative Programs, Educational History, Educational Needs, Higher Education, *Organizational Change, Professional Personnel, *Program Design, *Program Development,

Retraining, School Organization, Staff Utilization, *Teacher Education, Teacher Role

Any attempt to change teacher education must recognize the bureaucratic nature of our educational system, a de facto national system with the graduate school as the capstone of an interlocking hierarchy in which power is centered on the middle level functionaries. Role definition and specialization of purpose tend to place the teacher in the role of lower level functionary rather than autonomous professional. Principles of organizational change indicate that to produce change in such a system would require the linking of functionaries, the provision for communication between those at the top and at the bottom, the engaging in programmatic activities which are centered in the situation where the functionaries are at work, and the selection of school systems and individuals who seem to have a propensity for testing out new ideas. If schools are to be related to the educational development of children and are to serve other than a gatekeeper or bureaucratic function, priority should be given to (1) programs which design a closer meshing of university and school personnel in a situational context, (2) emphasis on the education and reeducation of administrators, supervisors, and long-term professionals who are in control of the school systems, (3) program development which looks to vertical contexts in professional development, and (4) diagnosis of school difficulties, both teaching and administrative, as the beginning point of courses, with field experiences viewed as mandatory. (JS)

ED 026 337 SP 002 188

Rivlin, Harry N. And Others

The Preparation of Urban Teachers: A Proposed Syllabus. Working Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.

American Association of Colleges for Teacher Education, Washington, D.C.; Ball State Univ., Muncie, Ind.; Fordham Univ., Bronx, N.Y. School of Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—221p.; Developed from the Inter-Institutional Program Development (IIPD) Project of the NDEA National Institute.

Available from—NDEA, c/o Amer. Assn. of Colleges for Teacher Education, Room 804, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$1.00 HC-\$11.15

Descriptors—Course Content, *Curriculum Guides, Disadvantaged Youth, Educational Objectives, Educational Psychology, Educational Sociology, Education Courses, Elementary School Curriculum, *Elementary School Teachers, Field Experience Programs, High School Curriculum, Instructional Materials, Practicums, *Secondary School Teachers, *Teacher Education Curriculum, Teacher Experience, Teaching Methods, Teaching Skills, Urban Education, Urban Schools, *Urban Teaching

Identifiers—New York

This curriculum guide consists of working papers developed for four practicum courses by committees of consultants from 10 different schools and universities in New York. An introduction describes the Fordham program for which they were designed. Each syllabus lists objectives, content, activities, and readings (for students and instructors) under each major topic. The first course, "Children and Youth in Urban Schools," (which includes field experiences as school aides and as assistants in social case work agencies) has six units: the urban community, the urban family, institutional structure of the city, the child, the role of the school and other agencies in social change, and the urban teacher. The other three syllabuses are designed for three sections of a "Learning and Teaching" course for "apprentice teachers" engaged in student-teaching type activities. Two sections are for teachers of grades N-9. The first, emphasizing early childhood, includes units on apprentice teaching, the child, the school community, how children learn, desirable classroom atmosphere, curriculum, and materials of instruction. The second, emphasizing the middle grades, includes directed observation, the individual child, classroom procedures, curriculum. The final syllabus,

for secondary school teachers, includes teaching skills, curriculum materials, methods, and principles of learning as related to the subject matter specialties. (JS)

ED 026 338 SP 002 190

Dady, Milan B.

Auxiliary School Personnel Programs for Rural America.

Bank Street Coll. of Education, New York, N.Y.; Morehead State Univ., Ky.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 68

Note—90p.

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—Associate Degrees, College School Cooperation, *Cooperative Programs, Inservice Education, *Job Training, *Manuals, *Paraprofessional School Personnel, Personnel Selection, Program Planning, Recruitment, *Rural Schools, Staff Role, Staff Utilization, Teacher Aides, Teacher Role

Identifiers—Kentucky

This manual, constituting "a design to institutionalize auxiliary personnel in education in rural schools in America," deals with the recruitment, selection, training, utilization, and career development of paraprofessionals. (It is an outgrowth of a 1967 six-week training program for teacher-aide trainees at Morehead State University, Kentucky, designed to explore possible new careers in education for disadvantaged persons in eastern Kentucky.) Introductory sections trace the historical background of the use of noncertified personnel in rural classrooms and present rationale including lists of the benefits derived from the use of low-income auxiliaries from various subcultures and with various qualifications. A section on planning discusses administrative considerations for the school board, superintendent, principal, advisory committee, and employment supervisor; funding of programs; recruitment and selection of auxiliaries including suggestions for screening and testing; and role development for teachers and auxiliaries. Possible stages in career development are presented with lists of illustrative tasks. Sections on training (illustrated with descriptions of programs in several states) include pre- and inservice training conducted in local schools; on-campus training; and a model program for an associate degree for Teacher Associates. Included are a 75-item bibliography and a report of the Kentucky program. (JS)

ED 026 339 SP 002 201

Egerton, John

Central Missouri's Inner City Project Tells a Near-Parable.

Pub Date May 67

Note—6p.

Journal Cit.—Southern Education Report, v2 n9 May 1967 p26-31 (Southern Education Reporting Service, 1109 Nineteenth Ave., South, Nashville, Tennessee)

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Achievement, Conventional Instruction, *Disadvantaged Groups, *Educational Innovation, Ethnic Groups, Field Trips, Individualized Programs, Minority Groups, *Program Descriptions, Psychology, Seminars, Sociology, Special Programs, Student Teaching, *Teacher Education, *Urban Education, Urban Teaching

Identifiers—Central Missouri State College, CMSC, ICTEP, Inner City Teacher Education Project, Kansas, Kansas City, Mid Continent Regional Educational Labor, Warrensburg

In response to a challenge by the Kansas City Public Schools superintendent, Central Missouri State College (CMSC) instituted the Inner City Teacher Education Project (ICTEP) to prepare teachers in teaching and understanding disadvantaged children. Originally a spare-time program of field trips and seminars, it was developed in 1965 into a full-time 5- to 6-month block with four instructors and 24 students involved in conventional teacher education courses, a thorough study of ethnic groups, minorities and the poor, at least nine hours of psychology and sociology, field trips to the inner city, and inner city student teaching. Because ICTEP was a departure from standard teacher preparation with excellent results (favorable reports from Kansas City and winner of the 1966 American Association of Colleges for Teacher Education Distinguished Achievement Award), the program raised serious

questions about the relevance of conventional teacher education, causing great dissension on the CMSC campus. The number of students participating in the program decreased, and in 1966, six of the seven most closely involved with the project resigned. However, one of those who resigned, Dr. Grant Clothier (who joined the Mid-Continent Regional Educational Laboratory), is planning a project patterned after ICTEP for fall, 1967 (see SP 002 249). (SM)

ED 026 340 SP 002 204

Administrator's Memo: Youth Tutoring Youth.

National Commission on Resources for Youth, Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 68

Contract—42-7-001-34

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—After School Tutoring, *Cross Age Teaching, Disadvantaged Youth, Dropout Prevention, *Educational Interest, Effective Teaching, *Program Descriptions, Public Relations, School Community Relationship, *Student Teacher Relationship, *Tutorial Programs, Underachievers, Urban Education

Identifiers—District of Columbia, Newark, Philadelphia

This manual, designed for the use of administrators in implementing a Youth Tutoring Youth Program (developed to encourage positive attitudes in tutors towards going to school, holding jobs, and helping others), outlines the employment of underachieving, disadvantaged 14- and 15-year-old Neighborhood Youth Corps enrollees as tutors for elementary school children. The introductory section on "Selling the Concept" describes some of the effects of successful 1967 summer programs in Newark, Philadelphia, and Washington, D.C.: the acceptance and profitable use of responsibility by tutors, increased learning for tutors as well as for tutees, increased tutor literacy, and advantageous rearrangement of vocational desires, the enhancement of sympathy for the classroom teacher, increased self-knowledge and pride through identifying with and helping younger children, a greater use of books, the growth of creativity in attempts to interest tutees, the development of good work habits, and a closer school community relationship. Also described are the k'ds of staff needed, materials and supplies needed, the training sessions, the paperwork involved, the daily operation of the program, public relations methods used, methods of obtaining funds, selection of sites, and recruitment and selection of tutors and tutees. Additional structural plans, including qualifications for staff members, organizational outlines for implementation, and personnel forms are appended. (SM)

ED 026 341 SP 002 212

Sorber, Evan R.

Individualization of Instruction for Teacher Corpsmen.

Temple Univ., Philadelphia, Pa.

Pub Date [68]

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Community Involvement, Community Resources, Democratic Values, Educational Resources, *Effective Teaching, Field Trips, Group Discussion, Human Relations Programs, Human Resources, Individual Characteristics, *Individualized Instruction, Individualized Programs, *Instructional Technology, Microteaching, *Program Descriptions, Self Actualization, *Teacher Education, Teacher Interns

Identifiers—Blumberg System, Flanders System of Interaction Analysis, Pennsylvania, Temple Philadelphia Trenton Teacher Corp

This preparation of the Temple-Philadelphia-Trenton Teacher Corps Program describes the use of the resources which are available to most colleges, universities, school systems, and communities to achieve the goals of technology in education—individualization and humanization. Staff deployment and characteristics (including intensity and diversity of involvement, ability to work as a team, knowledge, ability to communicate, and respect for individuality) are presented. The major portion of the report is a description of training techniques for individualizing learning. The first emphasizes the contract

system (in which the student contracts with his teacher to make a study in a field chosen by the student) which involves a chance for students to study relevant problems, relates to democratic interaction, improves self-initiation, emphasizes cooperation, and gives the student stature as a person with rights and feelings. Another technique emphasizes individual experiences in school and community, a program in which the needs and individual skills of interns are diagnosed and structured into a system for involving students in the community. In addition, brief reports of the other techniques used in the program are provided, such as a human relations training laboratory, microteaching, and the use of individual team leader and intern skills. A 13-item bibliography is included. (SM)

ED 026 342 SP 002 224

Johnson, Rita B.

The Effects of Prompting, Practice and Feedback in Programmed Videotape.

Pub Date Jan 68

Journal Cit.—AREA Journal, v5 n1 p73-79 Jan 1968 (American Educational Research Assn., Washington, D.C.)

Document Not Available from EDRS.

Descriptors—Beginning Teachers, Educational Experiments, *Feedback, Lecture, *Observation, *Programed Instruction, Prompting, *Teacher Education, *Video Tape Recordings

An experiment was designed to test the hypothesis that a program of prompting, practice, and feedback would improve the beginning teacher's ability to observe pupil performance in the classroom. Eighty-four teacher education students were randomly assigned to four 35-minute treatments: (I) viewing an instructional video tape of 21 brief teacher-pupil interaction scenes while following a programed booklet providing instructions, intermittent prompts, practice questions, and feedback, (II) viewing the same video tape and following a similar booklet asking for reactions but providing no prompts, practice, or feedback, (III) listening to a tape-recorded lecture on how to be skillful observers of pupil behavior, (IV) receiving no experimental treatment. All subjects viewed a new video tape and took a test similar in type to that used in the instructional program. Analysis of variance in test scores revealed significant differences ($p < .001$) among the four groups, the mean of group I being greater ($M=18.33$) than the mean score in any of the others ($p < .05$). Further, significant differences between Groups III and IV indicated that a recorded lecture of instruction is better than no treatment at all. Future experimentation is needed to test the effectiveness of specific variations in treatment and to examine transfer of training to natural classroom situations. (JS)

ED 026 343 SP 002 226

Local Color.

National Education Association, Washington, D.C.

Spons Agency—Association of Classroom Teachers, Washington, D.C. Dept. of Classroom Teachers.

Pub Date 68

Note—36p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (111-03940, \$2.5).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Adult Education, Anthologies, Cross Age Teaching, Economically Disadvantaged, *Educational Improvement, Educational Innovation, Educationally Disadvantaged, *Effective Teaching, Instructional Materials, *Program Descriptions, Program Evaluation, Public Health, Public Relations, *School Community Relationship, Special Programs, *Student Teacher Relationship, Teacher Morale, Teacher Responsibility

Identifiers—Arkansas, California, Idaho, Indiana, Kansas, Massachusetts, Mississippi, Montana, North Carolina, North Dakota, Ohio, Pennsylvania, South Carolina, Texas, Utah, Washington

Twenty-four local projects which are intended to serve as sources of ideas for professional group action are described in this pamphlet. The projects are reported within the framework of four areas of improving teaching. Under "professional development" projects are portrayed concerning the use of student tutors and the improvement of school-community relations by the use of retreats,

an evaluation study of a school system, negotiation agreements between teachers and administrators, and an education workshop. Described under "instruction" are projects which inform the community in the everyday value of education (for example, an anti-smoking campaign and adult education for the disadvantaged), concern the incorporation of innovations into the present system (such as a building erected especially to house a nongraded school), and which improve teaching through an anthology of human relations ideas and a teach-in (intensive exposure to educational process with community involvement). Under "public relations" are projects to increase community understanding of education, such as a teacher exchange program, along with presentations of instructional methods and materials (e.g., a sample classroom located in a shopping center) and campaigns to increase communication and interest. Projects aimed at building teacher interest, unity, knowledge, political activity, and adjustment are depicted under "direct services to members." (SM)

ED 026 344 24 SP 002 251

Hudgins, Bryce B. Ahlbrand, William P., Jr.
A Study of Classroom Interaction and Thinking.
Interim Report.
Central Midwestern Regional Educational Lab.,
St. Ann, Mo.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No—BR-6-2875

Pub Date [67]

Contract—OEC-3-7-062875-3056

Note—538p.

EDRS Price MF-\$2.25 HC-\$27.00

Descriptors—Classification, *Classroom Communication, *Cognitive Processes, *Educational Research, Intelligence Factors, Junior High School Students, Learning Theories, Productive Thinking, Student Behavior, Student Participation, *Student Teacher Relationship, Teacher Behavior, Teacher Education, *Teacher Influence, Teaching Techniques

Identifiers—Guilford's Structure of Intellect

As a first step in a research effort directed toward formulation of a theory of instruction which would lead to prediction and control of classroom events, data related to teacher-pupil communication, student covert thinking, and teacher and pupil overt thinking was collected by two observers working over a 5-day period with each of nine junior high school English classes. Sociometric and intelligence data, pupil covert thoughts (about four samplings per class per class period), and typescripts from tape recordings of the 45 lessons were categorized. Systematic analysis (not yet completed) has revealed correlations between the level of teacher thinking and the frequency and level of student thinking which will lead to further empirical and theoretical examination of the concepts of dispersion, intensity, and duration of covert student thinking. Such research it is hoped will isolate teaching strategies to be tested under field experimental conditions for recommended use in teacher training. (Included are chapters discussing the study's three focal issues—classroom communication, thinking, and learning; a 27-item reference list; the system of coding typescripts—the Aschner system based on Guilford's Structure of Intellect; and a 430-page appendix containing coding sheets for typescript protocols, graphs compiled from them, and daily percentage totals of intellectual levels.) (JS)

ED 026 345 24 SP 002 252

Orlich, Donald C. Craven, Evelyn M.

The Development of an Information System for Teacher Turnover in Public Schools (Including Uniform Reporting and a Computer Program).

Spons Agency—Idaho State Univ., Pocatello; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-H-008

Pub Date Nov 68

Grant—OEG-8-07008-2001

Note—217p.

EDRS Price MF-\$1.00 HC-\$10.95

Descriptors—*Computer Programs, Economic Factors, *Educational Research, *Faculty Mobility, *Information Systems, Labor Turnover, *Questionnaires, Social Factors, Surveys, Teacher Morale, Teacher Persistence, Teacher Salaries

Identifiers—Idaho, *Teacher Mobility Study Questionnaire

A descriptive research study was conducted to (1) develop an information system for collecting and processing information on teacher mobility, (2) obtain information concerning current conditions of teacher turnover in Idaho, (3) field test the instrument and computer programs and (4) provide accurate data about teacher turnover in the nation and selected states for use by administrators, professional organizations, and school boards in formulating constructive means of solving teacher mobility problems. Chi-square and rank-difference correlation analyses of questionnaire data from 63.5 percent of Idaho teachers who resigned positions in 1967 (16.5 percent of the 7,977 certified personnel) revealed that most males left for economic reasons, females for personal and family reasons, with 49 percent also leaving the state. (In addition to conclusions and implications of the Idaho study, the report contains chapters on occupational mobility and career patterns, research related to teacher mobility studies, demographic information related to teacher mobility, and some economically associated aspects of teacher mobility. Also included are a 127-item bibliography and the model information system consisting of the four-page Teacher Mobility Study Questionnaire, a critique of the questionnaire, and computer programs, write-ups, and flow charts for analyzing survey data with either the IBM 1620 Model 1 computer with 1622 card reader and 20K core or the 1130 Model II-B computer with disk drive and 1132 printer.) (JS)

ED 026 346 24 SP 002 253

Seagren, Alan T. And Others

The Impact of Student Teachers Upon the Attitude and Achievement of High School Students.

Mid-Continent Regional Education Lab., Inc., Kansas City, Mo.; Nebraska Univ., Lincoln. Teachers Coll.

Pub Date 31 Dec 67

Note—96p.

EDRS Price MF-\$0.50 HC-\$4.90

Descriptors—Academic Achievement, Achievement Tests, Analysis of Variance, Attitude Tests, Control Groups, *Educational Experiments, Effective Teaching, Experimental Groups, Grade Point Average, Higher Education, Intelligence Quotient, Intelligence Tests, Rating Scales, Secondary Education, *Secondary School Students, *Secondary School Teachers, Socioeconomic Status, Student Attitudes, *Student Teacher Relationship, *Student Teachers, Teacher Supervision

Identifiers—Attitude Scale, Guttman Model, Likert Model, National Merit Scholarship Qualifying Test, Nebraska, NMSQT, Thurstone Model, University High School, University High School University of Nebraska, University of Nebraska

The impact of student teachers upon the attitude and achievement of high school students was studied from 1962 to 1966 to determine the adequacy of student teachers. An experimental group was composed of a representative sample of students (grades 10-12) and graduates who attended the University of Nebraska's University High School and were taught entirely by supervised student teachers. A control group was composed of students and graduates from Nebraska high schools staffed by regular teachers. An attitude scale was created to measure the affective domain, and scores on the National Merit Scholarship Qualifying Test (NMSQT) along with university grade point averages were used as measures of high school and post high school cognitive achievement. Analysis of covariance was used in making the comparison, with intelligence quotient and socioeconomic level being the covariates. Results indicated that students taught by student teachers reached a higher level of achievement than did students taught by regular teachers. Therefore, instruction provided by supervised student teachers seemed to be no less effective than that provided by experienced teachers. Also, the impact of student teachers upon student attitude toward school and teachers was as positive as that of regular teachers and is greatest and most positive in close student-teacher contact. (Included are a list of 34 tables and five appendices.) (Author/SM)

ED 026 347 SP 002 254

Excellence in Teacher Education: 1969 Distinguished Achievement Awards of the American Association of Colleges for Teacher Education.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 69

Note—46p.

Available from—American Association of Colleges for Teacher Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$5.50).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Career Choice, Culturally Disadvantaged, Economically Disadvantaged, Educational Improvement, Educational Innovation, Educational Opportunities, *Effective Teaching, *Experimental Programs, Individualized Instruction, Migrant Education, *Program Descriptions, *Program Effectiveness, Program Improvement, Program Planning, School Community Programs, School Community Relationship, Student Teacher Relationship, *Teacher Education, Teacher Interns

Identifiers—American Association of Colleges for Teacher Education, Illinois, Indiana, Minnesota, Nebraska, New York, Pennsylvania, Texas, United States

This pamphlet describes the Distinguished Achievement Awards of The American Association of Colleges for Teacher Education which were conceived in 1965 as an annual event to encourage member colleges and universities to describe their successful programs and, in turn, to stimulate other institutions to greater action. Presented in the first half of the pamphlet are the 1969 awards recipients and descriptions of their programs. The Distinguished Achievement Award recipient was the University of Connecticut for its program, Educating Teachers for the City (see SP 002 015), which features confrontation with and immersion in the realities of a metropolitan area with the ghetto providing 90 percent of the educational environment and the formal seminar providing 10 percent. Other institutions receiving awards for distinguished achievement were Concordia Teachers College, Nebraska; Chadron State College, Nebraska; College of Saint Scholastica, Minnesota; and Indiana University. Those receiving special recognition were National College of Education, Illinois; Fordham University, New York; Our Lady of the Lake College, Texas; Temple University, Pennsylvania; State University College of Arts and Sciences, New York; and Indiana State University. The second half of the pamphlet consists of brief descriptions of each entry (a total of 84) in the 1969 awards program. Also included is the entry schedule for the 1970 program. (SM)

ED 026 348 SP 002 263

School Personnel Made Eligible for Initial Certification Through Mat Programs; A Directory of Institutions, with Data.

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 69

Contract—OEC-0-8-080490-3706(010)

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Accreditation (Institutions), *Educational Programs, Inservice Teacher Education, *Masters Degrees, Preservice Education, *Teacher Certification, *Teacher Education

Three kinds of information are included in this state-by-state listing of institutions reported to have Master of Arts in Teaching (MAT) programs; the number of persons made eligible for initial certification through MAT programs during 1967, the total number of undergraduate and graduate students made eligible for initial certification through all kinds of programs in 1967, and accreditation status with the National Council of Accreditation (NCATE). Data included in this document, prepared in response to requests for information on MAT programs, is derived from TEACHER PRODUCTIVITY-1967, published by The American Association of Colleges for Teacher Education (AACTE). Shared objectives of MAT programs are briefly enumerated and include making college graduates eligible for certification and enabling inservice teachers to add an additional teaching field to the one in which they are now certified. A table presenting the variations from state to state in the number of persons reported to have been made eligible for initial certification through MAT programs is in-

cluded in the introduction, along with totals of the number of people made eligible for initial certification through both MAT programs and all kinds of programs. A major limitation of the data, that all MAT programs are included regardless of their nature, is also noted. (SM)

ED 026 349 SP 002 264

Ross, Marlene

Structured Practice in Preparing School Personnel; A Guide to Selected Documents in the ERIC Collection, 1966-1968.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 69

Contract—OEC-0-8-080490-3706(010)

Note—68p.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—*Annotated Bibliographies, Educational Practice, Inservice Teacher Education, Methodology, *Practicum Supervision, Preservice Education, Student Teaching, *Teacher Education, *Teacher Experience, Teaching Methods, Teaching Skills

Identifiers—Educational Resources Information Center, ERIC

One hundred books, articles, and papers published between 1959 and 1968 are listed in this annotated bibliography of selected documents on teacher education in the Educational Resources Information Center (ERIC) collection. Summaries of topics with references to document numbers are included in Part I, and abstracts to which the summaries are keyed with bibliographic information and availability notations appear in Part 2. The summaries, which emphasize structured practice in preparing school personnel, are classified in two areas: programs and personnel, including student teaching, internships, supervision of student teachers, role of the college supervisor, the clinical professor, role of the supervising teacher, beginning teachers, and inservice programs; and methodology, including instruments used for analysis of classroom behavior, use of television, microteaching, use of modeling procedures, simulation, role playing, the case study method, sensitivity training, integrating course methods, practice centered curriculums, community involvement, affecting attitudes, and the effects of reinforcement. (SM)

ED 026 350 TE 000 440

Squire, James R., Ed.

Response to Literature: Papers Relating to the Anglo-American Seminar on the Teaching of English (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill.

Pub Date 68

Note—85p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Order No. 37855, HC \$1.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Composition (Literary), *Critical Reading, Elementary Education, *English Instruction, Ethical Values, Figurative Language, Imagination, Literary Analysis, Literary Criticism, *Literature, Literature Programs, Reading, *Response Mode, Secondary Education, Sequential Learning, Teacher Education, *Teaching Methods

Identifiers—*Anglo-American Seminar on the Teaching of English, Dartmouth Seminar

The encouragement and formulation of a student's imaginative response to and "engagement" with literature and the concerns of the papers and summaries of discussions in this Dartmouth Seminar report. James Britton discusses refining the student's natural response to literature by developing his increased sense of form ("principally a sense of the pattern of events") and by encouraging wide reading together with close reading. D. W. Harding, in "The Report of the Study Group," links the development of young people's behavior and personalities to their developing responses to literature, indicating three modes of presentation of literature, the kinds of materials to select, and ways to bring about students' affective responses. James E. Miller's paper, "Literature and the Moral Imagina-

tion," suggests that studying literature frees students from platitudinous ethical parochialism and encourages self-examination. In "Reading, Writing, Reality, Unreality," Benjamin Demott emphasizes the need to discuss literature primarily to awaken the students' sense of their own and others' "humanness." A sampling of statements from the conference on general topics concerning the study of literature in the schools is presented by James Squire. Suggested readings on response to literature are also included. (LB)

ED 026 351

TE 000 851

Rouse, John

Use Words Because the Skin Forgets.

Pub Date Sep 68

Note—6p.

Available from—Media & Methods Institute, Inc., 134 N. 13th St., Philadelphia, Pa. 19107 (Single copy \$0.75).

Journal Cit—Educators Guide to Media & Methods; v5 n1 p18-23 Sep 1968

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Communication Problems, *Composition (Literary), Creative Thinking, Elementary Education, *English Instruction, *Language, Learning Experience, Listening Groups, Literature, Receptive Language, Rhetoric, Self Concept, *Teaching Techniques

Writing instruction today emphasizes the rules and conventions of rhetorical analysis and thus tends to isolate the students' personalities from their use of language. To be effective, writing instruction must begin with the exploration of events and issues that determine experience and with the ideas formed from attempts to understand life. One kind of exploration of experience can be provided through a confrontation with literature. For example, the first lesson for a sixth-grade class studying "The Pushcart War" was taught by tape recorder to evoke a personal dilemma for the students similar to the one presented in the book, where man is pitted against the machine. When the class wrote about their reactions to working for a machine, they began to comprehend and then to communicate their attitudes. During such attempts to organize experience and share it with others, students can develop a sense both of audience and of personal identity. (JB)

ED 026 352

TE 000 852

Suid, Murray And Others

The Wheel: A Model For Multi-Media Learning.

Pub Date Sep 68

Note—6p.

Journal Cit—Educators Guide to Media & Methods; v5 n1 p29-33 Sep 1968

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Audiovisual Aids, Communications, Curriculum, *Curriculum Planning, *English Instruction, Films, Film Study, *Learning Activities, *Mass Media, *Multimedia Instruction, Phonograph Records, Photography, Radio, Reading, Teaching Methods, Television, Writing

To help correct the improper emphasis on media as "aids" rather than as integral parts of education, teachers in a media laboratory investigated the potential of the electro-chemical media in learning, not denying the importance of reading and writing. The schema developed to order and integrate this kind of learning is called the wheel. Arranged around the rim of the wheel in a logical progression are six distinct media: the body, design, sound, photography, the moving image, and print. Since communication is both active and reactive (e.g., creating and listening to sounds), learning activities which explore content to be taught and which involve action and reaction can be designed for each medium on the wheel. The advantages of a wheel-oriented curriculum are that it offers easy access to more content areas, is in closer touch with natural learning, and provides a better context for teaching literacy skills. (JS)

ED 026 353

TE 000 853

Schiff, Lillian

A Hank of Hair and a Piece of Bone.

Pub Date Sep 68

Note—7p.

Journal Cit—Educators Guide to Media & Methods; v5 n1 p41-6 Sep 1968

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Audio Equipment, Audiovisual Aids, Creative Writing, Drama, *English Instruction, *Instructional Materials, Literature, *Mass Media, Novels, Oral Reading, *Phonograph Records, Poetry, Reading Materials, Resource Materials, Satire, Tape Recordings, Teaching Methods, Television

Even though the English teacher may lack funds to acquire conventional teaching aids, he can, nevertheless, find many available resources to stimulate the interest of his students. A recording by Bill Cosby, for instance, can be studied as an example of satire and can encourage discussion and writing. A record festival in the classroom not only lets the teacher hear what the young are thinking but also gives the students practice in organizing, selecting entries, evaluating, and writing advertisements and invitations. Furthermore, the lyrics of some current hit songs can be compared to poems, plays, and novels, or they can be used as springboards for the writing and tape-recording of original poetry. Other resources are plays given on television and in the community, old sets of anthologies, columns in various newspapers or magazines, talks by fellow teachers, and novels and articles read aloud by the teacher himself. (JS)

ED 026 354

TE 000 895

McLaughlin, Frank

New Circuits or Short Circuits?

Pub Date Nov 67

Note—5p.

Journal Cit—Educators Guide to Media & Methods; v4 n3 p18-21 Nov 1967

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Cultural Awareness, *Curriculum Design, English Instruction, Group Instruction, *Humanities, Humanities Instruction, Individual Instruction, Integrated Curriculum, *Interdisciplinary Approach, *Mass Media, Seminars, Social Studies, Technological Advancement

Schools must refuse to contribute to this age of "information overload" and, through an interdisciplinary approach, assist students to become receptive to humane feelings and to understand the complexities of a culture. To these ends, educators must "re-program" the entire educational system by relinquishing their attachment to their own disciplines; by uniting the subject matter of English, social studies, art, and science; and by eliminating the 30-desk classroom in favor of large group, seminar, and tutorial arrangements. Once the system is reorganized, whole environments (historical as well as modern) can be examined, the shaping power of media and technology can be probed, and the fragmented, rapid-paced school day can become more leisurely. (JS)

ED 026 355

TE 000 897

Lambert, Dorothy

Paperback Grammar for Handbook Writers.

Pub Date Jan 67

Note—5p.

Journal Cit—The Teachers Guide to Media & Methods; v3 n5 p12-5 Jan 1967

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Composition Skills (Literary), *English Instruction, *Grammar, Language Arts, Language Skills, Language Usage, *Paperback Books, Reading Comprehension, Reading Instruction, Secondary Education, Spelling, *Student Motivation, Teaching Techniques, Vocabulary, Writing Skills

Students will respond better to grammar instruction if the traditional heavy handbooks are replaced with light-weight paperbacks, each full of practical suggestions and clear examples. Several inexpensive paperbacks are available for instruction in grammar and usage, spelling, vocabulary, reading comprehension, and writing. Unlike the conventional handbooks, the paperbacks exhibit a lively, direct, conversational style which is appealing to students. Also, many of them provide answers to exercises and thus allow for both individual and small-group instruction. (A bibliography of paperbacks costing under a dollar is appended and five paperbacks for use at the high school level are singled out for discussion.) (SW)

ED 026 356

TE 000 902

Nemanich, Donald

The Syntax of Children's Writing.

Pub Date [67]

Note—10p

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Composition (Literary), Composition Skills (Literary), Curriculum Evaluation, Educational Research, *Elementary School Students, English Instruction, Evaluation Techniques, Intelligence, Language Patterns, Linguistics, *Measurement, Measurement Techniques, Sentences, *Syntax, Writing, *Writing Skills

Identifiers—*Nebraska English Curriculum

This University of Nebraska study proposed to discover (1) the types of changes occurring in syntax as children mature, (2) the age at which children begin to use certain structures in their writing, (3) the differences in syntax between children's and adult's writing, (4) the relationship between syntactic patterns and intellectual ability, and (5) the differences between the syntax of children studying the Nebraska English Curriculum materials and that of children in traditional language arts programs. A multi-level instrument of syntactic analysis, similar on the first level to the Strickland instrument, was developed and used over a 3-year period to analyze the writing of over 13,000 sentences from 2,000 compositions. Results indicated that children move steadily toward the syntactic model of the adult writer as they grow older; that a statistically significant difference is evident between high, middle, and low I.Q. groups in their use of a variety of syntactic structures; and that children in programs using the Nebraska Project English curriculum progress toward the adult model more rapidly than do children in traditional programs. (This document summarizes material reported in "The Nebraska Study of the Syntax of Children's Writing," 3 vols., The Univ. of Nebraska, 1967. See ED 013 814, ED 013 815, and ED 013 816.) (JS)

ED 026 357 TE 000 904

Applebee, Roger K. Squire, James R.

National Study of High School English Programs: A Record of English Teaching Today, A School For All Seasons.

Pub Date Mar 66

Note—19p.

Journal Cit—English Journal; v55 n3 p273-90 Mar 1966

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Administrator Attitudes, Administrator Characteristics, Class Size, Composition (Literary), Creative Teaching, English Curriculum, *English Instruction, *English Programs, Language, Literature, *National Surveys, Reading Interests, *Secondary Education, Surveys, Teacher Administrator Relationship, Teacher Qualifications, Teaching Conditions, Teaching Methods, Teaching Quality

The two articles in this bulletin treat both the specific facts uncovered by the National Study of High School English Programs (co-sponsored by the University of Illinois and NCTE) and the more general characteristics of successful English programs. Roger K. Applebee relates that, in the 168 schools selected to be studied on the basis of their reputations for excellence in English instruction, literature is emphasized more than all other areas of English, no single teaching method is dominant, 71.8% of the teachers reported under-graduate majors in English, the average teacher load is 130 students, and students depend primarily on sources other than the school library for their outside reading materials. James R. Squire outlines the three primary aspects of the successful English programs: (1) strong, effective leadership of a department chairman and a building principal, (2) an English faculty which includes some outstanding teachers capable of inspiring the efforts of other well-prepared but less remarkable teachers, and (3) an English curriculum designed to meet the needs of all the students and balanced in its emphasis on each of the components of English. (JS)

ED 026 358 TE 000 909

McLaughlin, Frank

"The Bandits of Orposolo."

Pub Date Apr 68

Note—2p.

Journal Cit—Educators Guide to Media & Methods; v4 n8 p20-1 Apr 1968

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—*Audiovisual Communication, Crime, *Criminals, Economic Disadvantage, *English Instruction, *Environmental Influences, *Films, Mass Media, Physical Environment, Social Studies

The film, "The Bandits of Orposolo," illustrates how environment inexorably shapes the lives of

individuals. Michele, a poor Sardinian shepherd falsely accused of aiding bandits, flees from the police with his younger brother and the herd of sheep that supports them. By the time they finally reach safety, the entire flock has died from exhaustion, and Michele is compelled to steal to preserve himself and his brother. Thus, he is forced by circumstances beyond his control to become the criminal he was earlier accused of being. Although presenting the harsh economic realities of the shepherds' lives, this film avoids the sentimentality of such similar films as "How Green Was My Valley" and thereby gains in power. If a teacher wants his students exposed to the crushing effect of environment on the individual so that they can better comprehend the effect of the ghetto on its inhabitants, for example, this film conveys the message. (LH)

ED 026 359 TE 000 915

Geller, Robert

Learning From Loneliness.

Pub Date Mar 67

Note—4p.

Journal Cit—The Teachers Guide to Media & Methods; v3 n7 p10-13 Mar 1967

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Audiovisual Communication, Discussion (Teaching Technique), *English Instruction, Films, *Film Study, *Literary Analysis, Literary Conventions, Literary Criticism, Literary Discrimination, Literature, Mass Media, *Novels, Secondary Education, Teaching Methods, *Twentieth Century Literature

Identifiers—Allan Sillitoe, *The Loneliness of the Long Distance Runner

Allan Sillitoe's "The Loneliness of the Long Distance Runner" and the movie version of that novel capture the imagination of students because of the stature of the hero, Colin Smith. He refuses to "play it cool" or to "cop out"; he loses his race and wins his manhood. To the students, he carries the command to hold on fiercely to a shred of dignity. Educational use of this story may give the students a pleasurable experience with reading, an introduction to a well-made film, and the increased understanding derived from a well-planned discussion of the content and form of both the movie and the novel. (Suggested questions for discussion are included.) (JS)

ED 026 360 TE 000 928

Markwardt, Albert H., Ed.

Language and Language Learning: Papers Relating to the Anglo-American Seminar on the Teaching of English (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill.

Pub Date 68

Note—81p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 25653, HC \$1.50).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Applied Linguistics, Attitudes, *English Instruction, Inservice Teacher Education, *Language, Language Development, Language Instruction, Language Proficiency, Language Programs, *Language Standardization, Language Teachers, Language Usage, Learning, *Linguistics, Modern Language Curriculum, Nonstandard Dialects, Second Language Learning, *Teacher Education

Identifiers—*Anglo-American Seminar on the Teaching of English, Dartmouth Seminar

This collection of five papers from the Anglo-American Seminar on the Teaching of English deals with language standards, common attitudes toward language, the relationship between linguistics and the teaching of English, and the linguistic component of the preparation of the English teacher. Albert H. Markwardt surveys the history of language standards, presents the respective views of the English teacher and the linguist on standard English, and attempts to show how each can benefit from understanding the other's viewpoint. David Mackay emphasizes the need for the English teacher to relate standard English to the student's personal dialect, and to guide him in understanding and mastering the most appropriate forms. John M. Sinclair con-

siders what the English teacher needs to know about linguistics and what types of linguistic system would be most valuable to teachers in describing the language. Joshua Fishman points out that because most Americans have some cultural roots in languages other than English, their sensitiveness to these languages should be taken into account by the teacher of English. The last paper, the final report of the joint working party and study group, presents seven main issues that must be dealt with in any discussion of teacher education and language learning. (LH)

ED 026 361 TE 000 931

Horn, Thomas D., Ed.

Research on Handwriting and Spelling.

National Conference on Research in English, Champaign, Ill.

Pub Date 66

Note—79p.; Articles reprinted from the December 1964 and various 1965 and 1966 issues of "Elementary English."

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 26858, \$1.00).

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Curative Writing, *Educational Research, English Curriculum, *English Instruction, *Handwriting, Handwriting Instruction, Handwriting Skills, *Language Arts, Linguistics, Manuscript Writing (Handlettering), Psychology, *Spelling, Spelling Instruction, Writing

In this collection of articles, the results of recent research in handwriting and spelling are reported and evaluated in the perspective of studies done over the past 50 years. The articles included are "Handwriting and Spelling: Their Current Status in the Language Arts Curriculum," "Handwriting Research" ("Movement and Quality" and "Style and Practice"), "Searching Linguistics for Cues for the Teaching of Spelling," "The Psychological Bases of Spelling," "Applications of Linguistics and Psychological Cues to the Spelling Course of Study," "Measurement of Spelling Ability," "Needed Research in Spelling," "The Generalization Controversy on Spelling Instruction," and "A Model for the Analysis of Spelling Behavior." Contributors of articles are Walter T. Petty, Dan W. Andersen, Richard E. Hodges, E. Hugh Rudolf, Paul R. Hanna, Jean S. Hanna, Sidney R. Bergquist, Albert H. Yee, and Carl Personick. (JS)

ED 026 362 TE 000 961

Research Methods in the Language Arts.

National Conference on Research in English, Champaign, Ill.

Pub Date [61]

Note—39p.; Articles reprinted from "Elementary English," Champaign: NCTE.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 14102, \$1.25).

Document Not Available from EDRS.

Descriptors—Classroom Research, Educational Research, *English Instruction, *Language Arts, Language Research, Mass Media, Research, Research Criteria, *Research Design, Researchers, *Research Methodology, Research Needs, Research Problems, Research Skills, Television Research

The articles comprising this bulletin report the status of research methods in the English language arts and indicate promising directions for further effort. Ralph C. Staiger discusses the range of language arts research and points out the strengths and weaknesses of various research techniques. Theodore Clymer examines the essential characteristics of research design, indicates ways to improve it, and discusses typical methods of language arts research. Samuel L. Becker reviews and evaluates research in the instructional use of mass media, particularly television. Carlton M. Singleton outlines needed further research and discusses the problems of securing cooperation from students, teachers, administrators, and the community which supports the research. Singleton, Paul B. Diederich, and Walter Hill, in a joint article, emphasize the necessity for the classroom teacher to conduct research and to try new ideas which could lead to more effective instructional techniques. (LH)

ED 026 363 24 TE 000 972

Sutton, Rachel S. Tingle, Mary J.

Developing Competency in Written Composition in Children from Kindergarten through Elementary School by Means of Curriculum Materials.
Final Report.

Georgia Univ., Athens. English Curriculum Study Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0365

Contract—OEC-4-10-017

Note—91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—*Composition (Literary), *Curriculum Design, Curriculum Development, Curriculum Evaluation, Curriculum Planning, Curriculum Problems, Curriculum Research, *Curriculum Study Centers, Educational Objectives, Educational Research, *Elementary School Curriculum, English Curriculum, *English Instruction, Instructional Materials

Identifiers—*Project English, University of Georgia English Curriculum Study Cen

This report presents the problems and activities of the University of Georgia English Curriculum Study Center in creating a curriculum in written composition for children from kindergarten through grade 6. The design of the curriculum study center is discussed in terms of the rationale behind the study, the necessary basic research, the objectives of the center, and the development of curriculum materials. A series of yearly reports provides a chronological account of the center's operations; and the five books, including 14 individual bulletins, produced by the center are described. Evaluation of the center's materials is presented through an analysis of the skills mastered by students studying under the new curriculum. References used by the center, sample lesson observation records, and a discussion by L. Ramon Veal about the attempt to develop an instrument for measuring composition ability in young children are appended. (See also TE 000 973-TE 000 977.) (LH)

ED 026 364 24 TE 000 973

Gregory, Emily, Ed. Tingle, Mary J., Ed.
Foundations for a Curriculum in Written Composition, K-6.

Georgia Univ., Athens. English Curriculum Study Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0365

Pub Date Jan 67

Contract—OEC-4-10-017

Note—250p.

Available from—English Curriculum Study Center, 312 Baldwin Hall, Univ. of Georgia, Athens, Georgia 30601 (\$3.50).

EDRS Price MF-\$1.00 HC-\$12.60

Descriptors—*Anthropology, Applied Linguistics, *Composition (Literary), Composition Skills (Literary), *Curriculum Design, Curriculum Development, Educational Objectives, Elementary Education, *Elementary School Curriculum, English Curriculum, *English Instruction, Language, Language Development, Linguistics, Psychology, Sociology, Structural Linguistics

Identifiers—*Project English, University of Georgia English Curriculum Study Cen

Background information on the composition curriculum prepared by the English Curriculum Study Center at the University of Georgia is given in this book. Specific subjects covered include the theoretical basis, objectives, and structure of the curriculum in written composition for grades K-6; the contributions of anthropology, sociology, and psychology to the understanding of language; the structure of English; and the process of composing. Contributors are Rachel S. Sutton, Emeliza Swain, Wilfrid C. Bailey, Raymond Payne, John M. Smith, Jr., Emily B. Gregory, Dorothea McCarthy, William J. Free, Jane Appleby, and Sue Cromatic. (JS)

ED 026 365 24 TE 000 974

Use of Literary Models in Teaching Written Composition, Grades K-6.

Georgia Univ., Athens. English Curriculum Study Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0365

Pub Date 68

Contract—OEC-4-10-017

Note—146p.

Available from—English Curriculum Study Center, 312 Baldwin Hall, Univ. of Georgia, Athens, Georgia 30601 (\$2.50).

EDRS Price MF-\$0.75 HC-\$7.40

Descriptors—*Composition Skills (Literary), *Elementary Education, *English Instruction, Figurative Language, Instructional Materials, Learning Activities, Literature Guides, *Models, Sequential Programs, Story Reading, *Teaching Guides, Teaching Methods, Writing Exercises

Identifiers—*Project English, University of Georgia English Curriculum Study Cen

This compilation of resource materials for the teaching of written composition in grades K-6 is based on the assumptions that the desire to write frequently results from the enjoyment and stimulation derived from reading what another has written; that children's literature offers the pupil contact with master writers; and that this contact may be systematically encouraged and developed by the teacher. Chapter 1 explains the function of structure in written composition. An extensive second chapter cites and discusses 15 children's literature selections divided among units for two educational levels (K-3 and 4-6) and for advanced students. Children's expected achievement levels, objectives, and suggested learning experiences are given for each selection. Chapter 3 contains two illustrations of the use of literary models: the first illustration presents 12 sample lessons for fifth-grade children, and the second is comprised of items from a test on understanding figurative language used experimentally with 145 sixth-grade children. An annotated bibliography of books for children concludes the volume. (LH)

ED 026 366 24 TE 000 975

A Curriculum in Written Composition, K-3: A Guide for Teaching.

Georgia Univ., Athens. English Curriculum Study Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0365

Pub Date 68

Contract—OEC-4-10-017

Note—308p.

Available from—English Curriculum Study Center, 312 Baldwin Hall, Univ. of Georgia, Athens, Georgia 30601 (\$3.75).

EDRS Price MF-\$1.25 HC-\$15.50

Descriptors—*Business Correspondence, *Composition (Literary), Creative Writing, Diachronic Linguistics, Dialects, Dictionaries, *Elementary Education, English, *English Instruction, Figurative Language, Instructional Materials, Language Usage, Letters (Correspondence), Morphology (Languages), Paragraph Composition, Poetry, Sentence Structure, Sequential Programs, *Teaching Guides, Teaching Methods

Identifiers—*Project English, University of Georgia English Curriculum Study Cen

This teaching guide for written composition in grades K-3 contains (1) a statement of objectives for a curriculum in composition, (2) sequence charts which relate subject content for each grade to basic understandings about composition, (3) illustrations of ways in which the ordinary experiences of children can become the bases for compositions, and (4) units for teaching specific skills. The units for each of the four grades are: "Structuring a Composition," "Paragraph Development," "Informal Correspondence: Personal Letters," "Formal Correspondence: Business Letters," "Stories and Plays," "Poetry as a Writing Form," "Factual Reporting," "Definition," "Figurative Language," "The Dictionary," "History of the English Language," "Morphology," "Sentence Structure," and "Usage and Dialect." (Each of these units is also published as an individual bulletin for grades K-6. Price lists for the bulletins may be obtained from Prof. Mary Tingle, 312 Baldwin Hall, Univ. of Georgia, Athens, Ga. 30601.) (JS)

ED 026 367 24 TE 000 976

A Curriculum in Written Composition, 4-6: A Guide for Teaching.

Georgia Univ., Athens. English Curriculum Study Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0365

Pub Date 68

Contract—OEC-4-10-017

Note—327p.

Available from—English Curriculum Study Center, 312 Baldwin Hall, Univ. of Georgia, Athens, Georgia 30601 (\$3.75).

EDRS Price MF-\$1.25 HC-\$16.45

Descriptors—*Business Correspondence, *Composition (Literary), Creative Writing, Diachronic Linguistics, Dialects, Dictionaries, *Elementary Education, English, *English Instruction, Figurative Language, Instructional Materials, Language Usage, Letters (Correspondence), Morphology (Languages), Paragraph Composition, Poetry, Sentence Structure, Sequential Programs, *Teaching Guides, Teaching Methods

Identifiers—*Project English, University of Georgia English Curriculum Study Cen

This guide for teaching composition in grades 4-6 (1) objectives for a curriculum in written composition, (2) sequence charts which relate subject content for each grade to basic understandings about composition, (3) illustrative learning experiences, and (4) units for teaching specific skills. The units for each grade are: "Structuring a Composition," "Paragraph Development," "Informal Correspondence: Personal Letters," "Formal Correspondence: Business Letters," "Stories and Plays," "Poetry as a Writing Form," "Factual Reporting," "Definition," "Figurative Language," "The Dictionary," "History of the English Language," "Morphology," "Sentence Structure," and "Usage and Dialect." (Each of these units is also published as an individual bulletin for grades K-6. Price lists for the bulletins may be obtained from Prof. Mary Tingle, 312 Baldwin Hall, Univ. of Georgia, Athens, Ga. 30601.) (JS)

ED 026 368 24 TE 000 977

Research in Cognate Aspects of Written Composition.

Georgia Univ., Athens. English Curriculum Study Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0365

Pub Date 68

Contract—OEC-4-10-017

Note—94p.

Available from—English Curriculum Study Center, 312 Baldwin Hall, Univ. of Georgia, Athens, Georgia 30601 (\$1.50).

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors—*Cognitive Ability, *Cognitive Measurement, *Composition (Literary), *Educational Research, Elementary Education, English Instruction, Figurative Language, *Language Ability, Language Research, Mathematical Logic, Mental Tests, Models, Oral Expression, Reading Improvement, Reading Research, Retarded Readers, Sentence Structure, Stimulus Behavior, Structural Linguistics, *Teaching Methods

Identifiers—*Project English, University of Georgia English Curriculum Study Cen

This volume contains 10 reports of research designed to study the mind of the child and the effects of sequence and process of learning on elementary school children and their writing. Specific purposes, procedures, conclusions, and needed further research are indicated for three studies on the process of written composition, four studies on language structure, and three on teaching methods. A discussion of research in progress is included. (LH)

ED 026 369 TE 001 000

English in the Primary School: Being the Evidence of the Association Presented to the Flowden Committee.

National Association for the Teaching of English (England).

Pub Date Jul 64

Note—32p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 22308, HC \$1.00).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Classroom Techniques, Educational Research, *Elementary Education, *English Instruction, Grouping (Instructional Purposes), Inservice Teacher Education, Instructional Materials, School Community Relationship, School Environment, *School Organization, Student Teacher Relationship, *Teacher Education, Teachers Colleges, *Teaching Methods

This outline of approaches to the teaching of English in the primary schools of Great Britain

covers the following topics: (1) classroom practices in teaching listening, speaking, reading, drama, and writing, (2) the school organization and environment (size of classes, design of school buildings, ancillary staff, continuity within the school, and teacher-child and school-home relationships), (3) provisions for materials (books, audiovisual equipment, and writing and drawing materials), (4) grouping and selection of students, and their transition to secondary schools, (5) the education of teachers (inservice training and courses provided in training colleges), and (6) areas in which educational research is needed. (SW)

ED 026 370 TE 001 065

Petty, Walter T., Ed.
Research in Oral Language.
National Conference on Research in English,
Champaign, Ill.
Pub Date 67

Note—67p.; Articles reprinted from the April, May, October, November, December 1966 and the February and March 1967 issues of "Elementary English."

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 14004, \$1.50).

Document Not Available from EDRS.

Descriptors—Educational Research, *Elementary Education, *English Instruction, Environmental Influences, Individual Development, Language Skills, *Listening, Listening Comprehension, Listening Skills, Oral Communication, *Oral Expression, Social Development, *Speaking, Speaking Activities, Speech, Speech Skills, Verbal Communication, Verbal Development

This collection of six articles on oral language is a product of the cooperative efforts of the National Conference on Research in English, the Association for Supervision and Curriculum Development, the International Reading Association, the Association for Childhood Education International, and the National Council of Teachers of English. It is intended to acquaint educators with research into various aspects of listening and speaking and to emphasize the need for oral language instruction in elementary schools. The articles are "Oral Language and Personal and Social Development" by Walter T. Petty and Roberta J. Starkey, "Oral Language and the Development of Other Language Skills" by Robert B. Ruddell, "The Effects of Environment on Oral Language Development" by Frank B. May, "Listening: A Facet of Oral Language" by Gloria L. Hörnworth, "The Evaluation of Oral Language Activities: Teaching and Learning" by O. W. Kopp, and "Three Statements Regarding Needed Research in Oral Language" by Ruth G. Strickland, Howard E. Blake, Anthony J. Amato, and Walter T. Petty. (JS)

ED 026 371 TE 001 069

Smith, Dora V.
Fifty Years of Children's Books, 1910-1960:
Trends, Backgrounds, Influences.
National Council of Teachers of English, Cham-
paign, Ill.
Pub Date 63

Note—164p.
Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Paperback, \$2.95 nonmembers, \$2.25 members, Stock No. 42803. Hardback, \$4.75, Stock No. 42812).

Document Not Available from EDRS.

Descriptors—American Literature, Biographies, Children, *Childrens Books, Fables, Fiction, Language Styles, Legends, Literary Analysis, Literary Conventions, Literary Genres, *Literary History, *Literature, Literature Appreciation, Novels, Poetry

Children's books published between 1910 and 1960 reflect a changing world and new attitudes toward children. In 1910, although some of the moral tales of the earlier Puritan era survived, the didactic period in children's books was nearly over. From 1910 to 1925, a transitional period, writers began to look toward the children's own world. Then, "the golden age of children's books," 1925-1940, saw an influx of foreign authors, the flowering of the American picture book, and the appearance of stories about real boys and girls. Because of the war, children's books between 1940 and 1950 attempted to maintain old values and establish new ones. Finally, complex trends between 1950 and 1960

involved the appearance of paperbacks for children and books of information written for various reading levels. (Lists of children's books, a bibliography of information about children's books, and a directory of publishing companies are given in this book.) (JS)

ED 026 372 TE 001 087

Burton, Dwight L.
The Centrality of Literature in the English Curriculum.
Pub Date 68

Note—18p.; In "The Range of English: NCTE 1968 Distinguished Lectures" (Champaign: NCTE, 1968), pp. 57-73 (NCTE Stock No. 04355, \$1.75).

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Composition (Literary), Comprehension Development, Curriculum Enrichment, Dramatics, *English Curriculum, English Instruction, Figurative Language, Language, *Literature, Literature Appreciation, Oral Reading

Literature can play a prominent part in revitalizing the teaching of English because it can provide students with both immediate and future rewards. As an immediate reward, literature allows students to imaginatively experience situations which they have not yet encountered. It thus acts as a liberating force for young people from the confines of limited experience and inadequate knowledge of human nature. The "ultimate reward" of literature is obtained "through the chemistry of experience and verbal symbol." Through the metaphoric, imaginative language of literature, men can identify and indirectly come to terms with their fears and sorrows. Another reason why literature should figure prominently in the English curriculum is that the study of literature can be significantly related to the study of composition and language. The oral reading of literature, as well as dramatic activities, can not only provide an additional dimension of experience with literature but also help students gain further comprehension and appreciation. Also, three basic kinds of writing can grow out of the study of a literary work: interpretative and critical, imitative, and writing that derives from ideas, meanings, or literary elements. (SW)

ED 026 373 TE 001 088

Strickland, Ruth G.
Trends and Emphases in Elementary English.
Pub Date 68

Note—22p.; In "The Range of English: NCTE 1968 Distinguished Lectures" (Champaign: NCTE, 1968), pp. 105-25 (NCTE Stock No. 04355, \$1.75).

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Dialects, Educational Research, *Educational Trends, *Elementary Education, *English Instruction, *Language Development, Language Research, Language Usage, Linguistics, Literature, Phonology, *Psycholinguistics, Reading, Semantics, Speech Skills, Spelling, Syntax

Concepts advanced by grammarians, linguistic historians, dialectologists, psycholinguists, lexicographers, semanticists, and phonologists, together with new approaches to reading, spelling, and literature, can help the teacher make the English program more stimulating for children. For instance, discoveries made by psycholinguists have attested to the preschool child's grasp of principles of phonology and syntax and his habits of theory construction and validation in matters of sentence creation. Thus, a teacher in the primary grades, made aware that his students have learned their language well in the first 4 or 5 years of their lives, can attempt to interest children in understanding suprasegmentals of language, in expanding basic sentence patterns, in learning informal standard English, and in expressing their own ideas in writing. (JS)

ED 026 374 TE 001 091

Fuller, Donald E.
The Question: What to Ask?
Pub Date 68

Note—16p.; In "The Growing Edges of Secondary English: Essays by the Experienced Teacher Fellows at the University of Illinois 1966-67," ed. Charles Suhor and others (Champaign: NCTE, 1968), pp. 51-65.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 02455, HC \$2.95).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Cognitive Processes, Creative Teaching, Critical Thinking, Deductive Methods, *Discussion (Teaching Technique), Discussion Experience, Effective Teaching, Group Discussion, Inquiry Training, Logical Thinking, *Productive Thinking, *Questioning Techniques, Teaching Methods, *Teaching Skills, Teaching Techniques, Thought Processes
Carefully designed questions for classroom discussions can guide students in making judgments and understanding the processes of logical thought. Effective questioning, however, depends on the teacher's awareness of the forms and classifications of inquiries. Any question is made up of two parts: the process stimulus (which indicates the process the listener must use in making his response, e.g., "describe," "compare") and the content stimulus (which varies with the subject matter). Questions in general may be classified into 11 process stimulus categories, such as "defining questions," "classifying questions," and "if-then questions." If the basic structure of a question and the taxonomic differences between questions are understood, the teacher can design questions that will help his students attain the goal of a particular lesson. A more important result is that he can make his students aware of the need for integrating rational thought processes into their experiences. (LH)

ED 026 375 TE 001 092

Lee, James O.
Literary Criticism and the Imagination.
Pub Date 68

Note—24p.; In "The Growing Edges of Secondary English: Essays by the Experienced Teacher Fellows at the University of Illinois 1966-1967," ed. Charles Suhor and others (Champaign: NCTE, 1968), pp. 69-91.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 02455, HC \$2.95).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Biblical Literature, Classical Literature, Content Analysis, *Critical Reading, Figurative Language, *Imagination, Language Role, Literary Analysis, *Literary Criticism, Literary Discrimination, Literary Genres, Literary History, *Literature, Literature Appreciation, Mythology, Symbolic Language, Symbols (Literary)

To increase a student's insight into imaginative works, help him relate his personal experience to the metaphoric structure of literature, and bring him to perceive the value of an educated imagination, the teacher should introduce him to literary analysis and various approaches to literary form. Although a perfect critical system which accommodates all literary works and illustrates their interrelationships is lacking, the teacher can provide the student with four types of literary criticism and demonstrate the value of each to elucidate literature and reveal the workings of the imagination. Literary criticism considers the work of art as an isolated artifact which forms its meaning only through its verbal structure. Descriptive criticism turns to such external contexts as social and historical perspectives and autobiographical documentation. Formal criticism is intent on extracting the meaning of a work's total structure and on relating this meaning to typical life in the actual world and to other works in the genre. Myth criticism unifies literature by comparing and relating the dominant patterns and ideas that perpetually recur in human literary criticism. (LH)

ED 026 376 TE 001 094

D'Angelo, Frank J.
The New Rhetoric: Implications for Secondary Teaching.
Pub Date 68

Note—12p.; In "The Growing Edges of Secondary English: Essays by the Experienced Teacher Fellows at the University of Illinois 1966-1967," ed. Charles Suhor and others (Champaign: NCTE, 1968), pp. 92-102.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 02455, HC \$2.95).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Composition (Literary), Composition Skills (Literary), Creative Writing, Descriptive Writing, Discourse Analysis, Grammar, *Language Patterns, Language Styles, Literary Analysis, Literary Conventions, *Paragraph Composition, *Rhetoric, Sentence Diagramming, *Sentence Structure, Structural Analysis, Writing.

To teach students how to write in a contemporary style, a secondary-school English teacher must be able to describe adequately the kind of writing he expects. Since many modern writers frequently ignore the guidelines proffered in traditional writing handbooks, the "new rhetoric"—a descriptive approach to composition that substitutes objective, verifiable data for traditional rules—can be of immediate practical value to the teacher in describing contemporary writing models. An analysis of a paragraph from Ray Bradbury's "A Sound of Thunder," based on such quantitative descriptions as frequency counts of words, sentence length, modal varieties and repetitions, and grammatical and rhetorical constructs, indicates that Bradbury almost entirely ignores most traditional advice and achieves his effect through a "cumulative" layering that builds the paragraph sentence-by-sentence in a manner similar to the phrase-by-phrase construction of a sentence. By leading students through such an analysis of contemporary writers and then devising suitable exercises based on the principles discovered in the models, the teacher can clearly and exactly guide his young writers in the process of composition. (LH)

ED 026 377

TE 001 096

Kives, David

Planning for Change in English Education.

Pub Date 68

Note—12p.; In "The Growing Edges of Secondary English: Essays by the Experienced Teacher Fellows at the University of Illinois 1966-1967," ed. Charles Suhor and others (Champaign: NCTE, 1968), pp. 155-65.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 02455, HC \$2.95).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Changing Attitudes, *Educational Change, *Educational Improvement, Educational Innovation, Educational Interest, Educational Objectives, Educational Problems, Educational Trends, *English Curriculum, *English Instruction, English Programs, School Attitudes, School Community Relationship, Teacher Attitudes.

To meet the needs and accomplish the desirable goals of a changing society, English teachers and administrators must alter many of their traditional roles and become agents of change, providing intelligent leadership and guidance. Harbans Singh Bhola has identified four major issues which have immediate relevance to English education and which must be faced by educators: the individual versus the group, local versus state control, the common versus the elite, and the right to privacy versus public obligations. Although the role of teachers has changed over the past 25 years from that of generalists to academic specialists who guide student inquiry, teachers must constantly identify the social needs of the present and devise programs to fit the changing values of students. Furthermore, whole school curriculums need to undergo reorganization in response to new knowledge and modern developments in technology. The potential of education in society can be fully realized only if teaching practices and curriculums are continually evaluated and if socially relevant innovations are planned and instituted at a more rapid pace than in the past. (SW)

ED 026 378

TE 001 098

Filburn, Eleanor

Student Teaching: Whose Responsibility?

Pub Date 68

Note—14p.; In "The Growing Edges of Secondary English: Essays by the Experienced Teacher Fellows at the University of Illinois 1966-1967," ed. Charles Suhor and others (Champaign: NCTE, 1968), pp. 188-200.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 02455, HC \$2.95).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Affiliated Schools, *College Supervisors, *Cooperating Teachers, Evaluation Techniques, Microteaching, Preservice Education, Professional Education, Student Teachers, *Student Teaching, *Supervisory Methods, Systems Analysis, Tape Recorders, *Teacher Evaluation, Teacher Supervision, Teaching Styles, Television, Universities.

Cooperating teachers, college supervisors, and student teachers must work as a team to plan student-teaching programs which will provide opportunities for evaluating teacher performance and subject matter competence and which will encourage individual teaching styles. The evaluation of student-teacher performance can be improved by three-way conferences in which the supervisor and cooperating teacher involve the student teacher in evaluating himself. Also, use can be made of an evaluation procedure like that suggested by Curtis and Andrews, in which the cooperating teacher supplies evidence to help the supervisor grade the student teacher. Promising trends in the supervision of student teaching include the use of a team of supervisors (a subject matter specialist and an education specialist), the provision of such "pre-student teaching" experiences as microteaching, and the employment of television, tape recordings, or formal systems (e.g., Flanders' system of interaction analysis) for the analysis of behavior during student teaching. Despite the improvements, the student teaching situation is far from ideal and can be further improved only through cooperation between the universities and the public schools. (JS)

ED 026 379

TE 001 113

Bigelow, Gordon E.

A Primer of Existentialism.

Pub Date Dec 61

Note—8p.

Journal Cit—College English; v23 n3 p171-78 Dec 1961

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Beliefs, Ethical Values, Humanities, Literary Criticism, *Literature, Moral Values, Personal Values, *Philosophy, Political Attitudes, Psychological Patterns, *Religion, Self Concept, Theories, *Twentieth Century Literature.

Although no set of principles can apply uniformly to all existentialists, certain basic characteristics of existentialism are central to both the nonreligious writers like Sartre and Camus and the theistic existentialists like Kierkegaard, Maritain, Marcel, Tillich, Berdyaev, and Buber. These characteristics are (1) an insistence that human life is understandable only in terms of an individual man's existence, i.e., that man's existence precedes his essence, (2) a conviction that human reason is impotent to deal with the "dark places in human life which are 'non-reason,'" (3) a feeling that modern man lives his life alienated from God, nature, other men, and his own true self, (4) a recognition of the anxiety that oppresses man because he must accept full responsibility for his own moral choices, (5) a sense that a man alienated from God and man can encounter only Nothingness, and (6) a concern to enlarge the range of human freedom. (JS)

ED 026 380

TE 001 115

Goyer, Robert S. Harlan, Earl R.

Some Effects of Televised Instruction on a Basic

Speech Course.

Pub Date Sep 67

Note—6p.

Journal Cit—The Speech Teacher; v16 n3 p190-94 Sep 1967

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Audiovisual Programs, Educational Research, *Educational Television, *Instructional Media, Research, Speech Education, *Speech Instruction, *Televised Instruction.

This study proposed to examine the effectiveness of television instruction as compared with three other methods of instruction. Twenty-six sections of Speech 116 at Purdue University were divided into five groups of five or six sections each. All sections met 3 times weekly, and the research was conducted during a consecutive 8-day period. The students were exposed to expository material on small group discussion through one of four ways: observing a television lecture, listening to the identical lecture read from a manuscript by their regular instructors, reading the televised lecture individually, or receiving normally scheduled instruction by their instructors.

tors. A control group received no instruction on the topic. A true experimental pre-test-post-test control group design was employed, with the use of "t" test and analysis of variance (single factor) procedures. Results showed that televised instruction was just as efficient as the other methods used, and that no method was superior to any other one. Although certain limitations might have influenced the results, it is concluded that there is no reason to condemn television as an inferior method of instruction. (SW)

ED 026 381

TE 001 127

Bunyan, L. W.

Team Teaching.

Spons Agency—Dome Petroleum Limited, Calgary (Alberta).

Pub Date 65

Note—95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors—Elementary Education, Flexible Scheduling, Horizontal Organization, Independent Study, School Buildings, *School Design, Secondary Education, Senior Teacher Role, Space Utilization, Teacher Interns, Teacher Orientation, Teacher Selection, Teaching Conditions, *Teaching Methods, Teaching Techniques, *Team Administration, *Team Teaching, Vertical Organization.

The purpose of this study was to review current developments in team teaching and to assess its potential in the Calgary, Alberta, schools. An investigation into team teaching situations in schools in the eastern half of the United States and Canada revealed characteristics common to successful programs (e.g., charismatic leadership and innovative teachers) and several approaches to team teaching—horizontal and vertical teams, teams composed of a master teacher and interns, and independent study programs. Floor plans of selected schools were obtained. Conclusions drawn from the investigation are that team teaching has much to offer the Calgary schools, that teachers should be carefully prepared for team teaching, that an incorrect conception of what team teaching is can damage a program, and that buildings must be designed to provide flexible scheduling. (Appendices include a lengthy bibliography, a discussion of what behavioral sciences can suggest about the selection of personnel for team teaching, and statements of team teaching philosophies from St. Michael School, Calgary, and Abington (Pennsylvania) High School.) (JS)

ED 026 382

TE 001 128

Hogan, Robert F.

The Bible in the English Program.

Pub Date Sep 65

Note—7p.

Journal Cit—English Journal; v54 n6 p488-94 Sep 65

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Biblical Literature, Court Cases, Court Doctrine, Court Litigation, Culture, English Curriculum, *English Instruction, *English Literature, English Programs, Legends, Literature, Mythology, Poetry, Prose, Religious Education, Secondary Education, *State Church Separation, *Supreme Court Litigation.

Although the King James Version of the Bible has had considerable impact on English language and literature, it is seldom studied in American secondary schools. Even before the Supreme Court decision of 1963 banned religious exercises in public schools, the study of the Bible was sketchy and non-systematic. Since the decision, certain conclusions about the status of the Bible in the curriculum can be drawn. (1) Except for programs designed to circumvent the law, few schools provide an opportunity for students to study Biblical literature. (2) Because Biblical literature is an essential part of a student's literary education, the need for teaching the Bible as literature is clear. (3) The teaching of the Bible as literature is within the law. (4) Traditional textbooks provide only an inadequate sampling of Biblical materials. (5) The Bible remains a controversial aspect of the curriculum, and, therefore, teachers should frame a clear philosophy of why they are using Biblical selections. (JS)

ED 026 383

TE 001 142

Fichtenau, Robert L.

Teaching Rhetorical Concepts to Elementary Children. A Research Report.

Oakland County Schools, Pontiac, Mich.

Pub Date Dec 68

Grant—OEG-3-6-00984-1974

Note—139p.; This report was originally submitted as a dissertation, Florida State Univ., Nov. 1968.

EDRS Price MF-\$0.75 HC-\$7.05

Descriptors—*Composition (Literary), Composition Skills (Literary), *Elementary School Students, *English Instruction, Language Ability, *Language Development, Language Patterns, Language Usage, Measurement Techniques, Organization, Rhetoric, *Sentence Structure, Sex Differences, Structural Analysis

This study (partially supported by an ESEA Title III Grant) of the written composition of 190 above-average children in grades 3-6 was carried out to determine whether those children who were taught selected concepts of invention, arrangement, and style over a period of 8 months would demonstrate significant improvement in composition or sentence structure over those children who followed the typical English program. Improvement in composition was measured by five reader-rating variables—organization, style, working and aspects of phrasing, quality and development of ideas, and a total of the previous four variables. Related language growth was measured by analyzing the students' writing through the use of seven variables, part of which were based on the T-unit. Results indicated that the teaching of selected concepts of invention, arrangement, and style significantly aided growth in written composition of above-average third-grade children, with girls improving more than boys; that the experimental program did not produce significant gains in grades 4, 5, and 6; that the seven language-related variables were of little value in measuring growth in written composition; and that boys and girls demonstrated no appreciable difference in sentence-structure ability at any one grade level. (LH)

ED 026 384

TE 001 212

Drumheller, S. J.

The New NCATE Evaluation Criteria and the Requirements for a Teaching Major.

Pub Date 69

Note—13p.

Journal Cit—Midwest Education Review; v1 n2 p1-12 Win 1969

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Behavioral Sciences, Behavior Development, Communications, Culturally Disadvantaged, Curriculum Development, English Education, *Evaluation Criteria, Interpersonal Competence, Preservice Education, *Social Adjustment, Social Development, Social Relations, Social Studies, Student Reaction, Teacher Education, *Teacher Education Curriculum, *Teacher Qualifications

Identifiers—*National Council for Accreditation of Teacher Education, NCATE

The December 1967 AACTE publication, "Standards and Evaluation Criteria for the Accreditation of Teacher Education—A Draft of the Proposed New Standards, With Study Guide," urges that content courses taken by prospective teachers be geared to the content that the teacher is expected to transmit to his pupils. This content has traditionally consisted of language (English), citizenship training (social studies), science, and mathematics. In culturally advantaged communities such a traditional approach can be tolerated, but the majority of students need information and techniques that will be of more immediate use to them. An alternate course of study for prospective teachers, which would guide them in eliciting from their students a behavior conducive to social productivity, could be created by replacing the traditional courses with the behavioral sciences—communications, behavioral social sciences, etc. Since the teacher's task is to change antisocial, unproductive behavior to social, productive actions, college courses of study should consist of content that will equip the teacher to help the average student become a productive member of society. (Specific course requirements for teachers of communications and social studies are suggested.) (LH)

ED 026 385

TE 001 215

Grenier, Charles F.

Film Study Hang Ups.

Pub Date Jan 69

Note—4p.

Journal Cit—Educators Guide to Media & Methods; v5 n5 p31-3 Jan 1969

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Audiovisual Communication, Creative Teaching, Discussion (Teaching Technique), Empathy, *English Instruction, Films, *Film Study, *Identification (Psychological), Role Perception, Self Concept, Student Attitudes, Student Experience, *Teaching Methods

The interest and delight which students find in film should be preserved from a teacher's excessive zeal to analyze and explain. As the beauty of poetry is frequently diminished through exhaustive analyses of similes, rhyme schemes, and other technical devices, the value of film to high school students can be weakened through too great an emphasis on "film appreciation, movie comprehension, image recognition, visual-media technology," and other standard but dull teaching devices. Rather than following such methods, a teacher should watch and react to the film with his students, talk with them afterward, listen to their opinions, guide them back to the film when necessary, let them explore relationships between the film and their imaginations and lives, and, above all, let them see the film their own way. Instead of explaining how and what the film means, the teacher should encourage the student to expand his awareness through empathy and identification with what he sees in the film. (LH)

ED 026 386

TE 001 222

Andrews, Tom Austell, Jan

Who Are These People?

Pub Date Dec 68

Note—5p.

Journal Cit—Educators Guide to Media & Methods; v5 n4 p27-29, 35 Dec 1968

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Discussion (Teaching Technique), *Drama, *English Instruction, *English Literature, Films, *Film Study, Literature, Mass Media, Secondary Education, Teaching Techniques, *Tragedy

Identifiers—*Romeo and Juliet, William Shakespeare

Franco Zeffirelli's film "Romeo and Juliet" is appropriate for classroom study because of its relevance to today's youthful rebellion, to current social pressures, and to the generation gap. After viewing the film and seeing the images and moods of the performers, the students are better prepared to read the play imaginatively. (Numerous questions to help stimulate and guide a discussion of the film are included.) (JS)

ED 026 387

TE 001 225

Fletcher, Paul F.

"The Once and Future King."

Pub Date Oct 68

Note—5p.

Journal Cit—Educators Guide to Media & Methods; v5 n2 p54-7 Oct 1968

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Adolescence, *English Instruction, Fables, Fiction, Individual Development, *Legends, Literary Conventions, Literary Genres, Literature, *Literature Appreciation, Mythology, *Novels, Secondary Education, Teaching Techniques, *Twentieth Century Literature

Identifiers—"The Once and Future King"

T. H. White's "Once and Future King" provides an antidote of humor for the pessimism found in many modern literary works. As the title implies, many of the book's themes are timeless—the fruitless quest, the eternal triangle, the conflict of desire and morality, and the opposition of good and evil. Other themes—the fall of the leader and the unifying of diverse elements into political unity—are as timely as a news broadcast. The 20th century, despite its scientific and technological advances, has been dominated by myth; and White's book, with its suffering and "existential aquirem," "is a veritable bellwether for our time." (Suggested teaching activities for a unit on the quest motif are listed.) (LH)

ED 026 388

24

TE 001 231

Robertson, R. T., Ed.

Handbook to the Study of British Commonwealth

Literature in English.

Virginia Polytechnic Inst., Blacksburg.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No.—UAOE-S-471; VPI-31501-A

Bureau No.—BR-5-8302

Note—63p.

Available from—Document not reproducible. A copy for reference is available at the ERIC Clearinghouse on the Teaching of English, 508 South Sixth Street, Champaign, Ill. 61820.

Document Not Available from EDRS.

Descriptors—African Culture, *Bibliographies, *Biographies, Books, *Literature, Literature Guides, Novels, Poetry, Short Stories, *Vocabulary

Identifiers—Africa, Australia, *British Commonwealth, Canada, New Zealand

This handbook (for use with R. T. Robertson's "Terra Incognita") contains three kinds of study aids: (1) notes on over 100 British Commonwealth authors, (2) a chronological arrangement (1830-1930) of the works of the above authors, and (3) glossaries of proper names, local slang, and other unusual terms found in literary works from New Zealand, Australia, Africa, and Canada. (LH)

ED 026 389

TE 001 232

Ratliffe, Sharon

Dramatic Arts in the Secondary School. Michigan Speech Association Curriculum Guide Series, No. 1.

Pub Date 68

Note—41p.

Available from—National Textbook Corp., 8259 Niles Center Road, Skokie, Ill. 60076 (Code No. 5-005-5, \$1.65).

Document Not Available from EDRS.

Descriptors—Acting, Creative Dramatics, *Curriculum Guides, Drama, *Dramatics, Educational Objectives, Learning Activities, Production Techniques, Secondary Education, Speech, *Speech Curriculum, *Speech Instruction, Teaching Guides, *Theater Arts

The 15 units in this curriculum guide for dramatic arts in the high school are intended to provide learning experiences to facilitate the student's personal development. Eight of the units deal with various aspects of acting, criticism, and history (e.g., building a character, presenting a one-act play, the history of the drama and the theater, and the historical milieu of Greek and Shakespearean drama). Seven units are concerned with technical aspects of play production—lighting, scenery design and construction, properties, sound effects, costumes, and make-up. Each of the units contains lesson objectives, an outline of lesson content, suggested learning experiences, a bibliography, and a list of audiovisual materials. (JS)

ED 026 390

TE 001 233

Corrington, Henrietta H. And Others

Basic Speech in the Senior High School. Michigan Speech Association Curriculum Guide Series, No. 2.

Pub Date 68

Note—41p.

Available from—National Textbook Corp., 8259 Niles Center Road, Skokie, Ill. 60076 (Code No. 5-005-4, \$1.65).

Document Not Available from EDRS.

Descriptors—Articulation (Speech), Creative Thinking, Critical Thinking, *Curriculum Guides, Educational Objectives, Group Discussion, Learning Activities, Listening, Oral Reading, *Secondary Education, Speech, *Speech Curriculum, Speech Improvement, *Speech Instruction, Speech Skills, Teaching Guides

This guide for a basic high school speech course is intended to develop the student's sense of responsibility for words and actions, his skills in the use of the voice and bodily actions, his poise and self-confidence, and his appreciation and understanding of other people's ideas. The nine units included in the guide are concerned with listening, everyday speech, thinking, gestures, articulation, individual speeches, oral interpretation, discussion, and parliamentary procedure. Each unit contains a statement of lesson objectives, an outline of the lesson content, suggested learning experiences, a bibliography, and a list of audiovisual materials. (JS)

ED 026 391

TE 001 234

Herman, Deldre Ratliffe, Sharon

Speech in the Junior High School. Michigan Speech Association Curriculum Guide Series, No. 4.

Pub Date 68

Note—55p.

Available from—National Textbook Corp., 8259 Niles Center Road, Skokie, Ill. 60076 (Code No. 5-005-2, \$1.65).

Document Not Available from EDRS.

Descriptors—Creative Dramatics, *Curriculum Guides, Educational Objectives, Group Discussion, *Junior High School Students, Language, Learning Activities, Listening, Oral Communication, Oral Reading, Secondary Education, Speaking Activities, Speech, *Speech Curriculum, *Speech Instruction, Speech Skills, Teaching Guides

Designed to provide the student with experience in oral communication, this curriculum guide presents a one-semester speech course for junior high school students with "normal" rather than defective speech. The eight units cover speech in social interaction; group discussion and business meetings; demonstrations and reports; creative dramatics; oral interpretation; storytelling; listening; and the relationships among language, meaning, and thinking. Each unit contains a statement of lesson objectives, an outline of the lesson content, suggested learning experiences, a bibliography, and a list of audiovisual materials. (JS)

ED 026 392

TE 001 235

Heinig, Ruth M.

Speech Activities in the Elementary School. Michigan Speech Association Curriculum Guide Series, No. 5.

Pub Date 68

Note—42p.

Available from—National Textbook Corp., 8259 Niles Center Road, Skokie, Ill. 60076 (Code No. 5-005-1, \$1.65).

Document Not Available from EDRS.

Descriptors—Choral Speaking, *Curriculum Guides, Drama, Educational Objectives, *Elementary Education, Group Discussion, Learning Activities, Listening, Oral Reading, Speaking Activities, Speech, *Speech Curriculum, Speech Improvement, *Speech Instruction, Speech Skills, Teaching Guides

The purpose of this guide is to aid teachers in elementary schools to incorporate speech instruction into the daily classroom schedule. Each of the 12 units in the guide contains lesson objectives, lesson topics, suggested learning experiences, a bibliography, a list of audiovisual materials, and suggestions for the development of the teacher's own speech habits. Subjects of the units are getting acquainted, classroom organization, conversation, nonverbal communication, formal speaking, discussion, listening, oral reading, choral reading, drama, and speech improvement. (JS)

ED 026 393

TE 001 236

Herman, Deldee And Others

Discussion and Argumentation-Debate in the Secondary School. Michigan Speech Association Curriculum Guide Series, No. 3.

Pub Date 68

Note—57p.

Available from—National Textbook Corp., 8259 Niles Center Road, Skokie, Ill. 60076 (Code No. 5-005-6, \$1.65).

Document Not Available from EDRS.

Descriptors—Curriculum Guides, *Debate, Discussion Experience, Educational Objectives, *Group Discussion, Learning Activities, Secondary Education, Speech, *Speech Curriculum, Speech Evaluation, *Speech Instruction, Speech Skills, Symposia, Teaching Guides

This curriculum guide, dealing with the complementary high school subjects of discussion and argumentation-debate, is "an attempt to provide meaningful involvement that will equip students with the ability and the motivation to adapt to as well as innovate change." Six units on discussion cover the dialogue, the panel, the symposium, discussion as social interaction, reasoning, and the gathering and analyzing of data. Eight units on argumentation-debate explore the nature of debate; preparation for debates; analysis of propositions; the processes of speaking, refuting, and cross-examining in debate; and, for the teacher, methods of coaching debate. Each unit contains a statement of lesson objectives, an outline of lesson content, suggested learning experiences, and a bibliography. In addition, certain units provide lists of audiovisual materials and rating scales for evaluating speakers. (JS)

ED 026 394

TE 001 237

Whitman, Robert S.

Significant Reading Experiences of Superior English Students.

Pub Date Feb 64

Note—23p.

Journal Cit—Illinois English Bulletin; v51 n5 p1-23 Feb 1964

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Booklists, Books, English Instruction, High School Students, Individual Reading, *Literature, Novels, Readability, Reading, Reading Development, *Reading Habits, *Reading Interests, Reading Materials, Recreational Reading, Student Interests, Student Reaction, *Superior Students

Superior high school students (975 finalists in the NCTE Achievement Awards Program) were surveyed to find what one book was most significant to each of them in their high school experiences, and the reason for the significance. In response to questionnaires, the students cited 416 different titles, 72% of which were novels. The top 10 books were "Catcher in the Rye," "Exodus," "Ugly American," "Crime and Punishment," "Look Homeward Angel," "Of Human Bondage," "Atlas Shrugged," "Gone With the Wind," "Prophet," and "Cry, the Beloved Country." The two most frequent reasons for citing a particular book were that the content was instrumental in shaping the reader's attitudes, values, or thoughts, and that the literary quality of the work attracted the reader. An implication of this survey is that teachers should help students develop a lifetime interest in reading by directing them toward books, such as those in the above list, which have been proved to have a direct impact on the adolescent mind. (LH)

ED 026 395

TE 001 238

Taylor, Harold, Ed.

The Humanities in the Schools: A Contemporary Symposium.

Pub Date 68

Note—176p.

Available from—Citation Press, Educators Service Division, Scholastic Magazines, Inc., Editorial Office, 50 West 44th Street, New York, N.Y. 10036 (Stock No. TX1318; \$2.65 paperback, \$4.25 hardbound).

Document Not Available from EDRS.

Descriptors—Art Activities, Art Appreciation, Choral Music, Creative Art, *Curriculum Enrichment, Films, Film Study, *Fine Arts, *Humanities, Humanities Instruction, Language, Liberal Arts, School Attitudes, *School Community Relationship, Secondary Education, *Social Attitudes, Social Values, Student Development, Theater Arts

A symposium at the University of Kentucky in 1965 brought together 15 educators and six writers concerned with cultural values in an attempt to develop ideas for improving arts and humanities instruction in the public secondary schools. The papers presented in the symposium comprise this publication. In an introductory essay, Harold Taylor surveys the basic problems of arts and humanities instruction and summarizes part of the discussion that occurred during the conference. Harold Rosenberg takes up the relation of the teaching of art to the artist and his work. Stephen Spender emphasizes the necessity for using language with precision since "all human experience aspires to words." Stanley Kauffmann considers the special place of film in a technological society and outlines the appeal of film to young people concerned with culture. Robert Shaw develops the idea that an intense relationship with one of the performing arts is the best approach to the attitudes and enlightenments of the humanities. Edgar Z. Friedenberg reviews the social function of the school system and society's negative attitude toward creative art. Harold Taylor concludes with a summary of the main suggestions and recommendations made during the symposium. (LH)

ED 026 396

TE 001 248

Donelson, Kenneth L.

Censorship and Arizona Schools: 1966-1968.

Pub Date Feb 69

Note—18p.

Journal Cit—Arizona English Bulletin; v11 n2 p28-44 Feb 1969

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Booklists, *Censorship, *English Instruction, Films, Library Acquisition, Library Collections, Library Materials, Library Material Selection, Literature, Moral Issues, Periodicals, Questionnaires, School Community Relationship, *Secondary Education, *State Surveys, Surveys, *Teacher Attitudes, Teacher Education

This article reports the results of a survey of 277 secondary English teachers in 103 schools to determine the effect of censorship on English teaching in Arizona from 1966 to 1968. Listed are the numbers of teachers responding positively and negatively to each of 30 yes-or-no questions, revealing that 46.43% of the respondents had encountered censorship directly or had known of encounters among their fellow teachers. In addition to the numerical data, quotations from respondents in regard to school policies on censorship, to library book selection, and to teacher preparation for handling attempted censorship are given. Books, periodicals, films, and recordings to which there were objections are listed, together with the reasons for and the consequences of the objections. Also reported are books about which teachers anticipated objections which did not arise. Implications of the survey and recommended ways for English departments to meet censorship problems are outlined. (JS)

ED 026 397

TE 001 249

Donelson, Kenneth L., Ed.

Court Decisions and Legal Arguments About Censorship and the Nature of Obscenity.

Pub Date Feb 69

Note—6p.

Journal Cit—Arizona English Bulletin; v11 n2 p45-9 Feb 1969

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Bibliographies, *Censorship, *Court Cases, *Court Litigation, Legal Problems, Moral Issues, Moral Values, Sanctions

This selective bibliography on censorship and the nature of obscenity lists 19 lower and Supreme Court decisions (1727-1967) and 21 articles published in law reviews from 1938 through 1967. The Judges' opinions in the court cases are quoted to suggest the direction in which the courts are moving in regard to the interpretation of obscenity. (SW)

ED 026 398

TE 001 250

Donelson, Kenneth L., Ed.

Current Reading: A Scholarly and Pedagogical Bibliography of Articles and Books, Recent and Old, On Censorship.

Pub Date Feb 69

Note—4p.

Journal Cit—Arizona English Bulletin; v11 n2 p50-2 Feb 1969

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Academic Freedom, *Bibliographies, *Books, *Censorship, English Instruction, History, Moral Issues, Moral Values, *Periodicals, Reading Material Selection, Sanctions

The 75 books and articles listed in this bibliography are divided into six categories: "Freedom and Censorship," "Histories of Censorship," "General Comments on Censorship," "Teaching and Censorship," "Sex and Censorship," and "A Brief and Basic Booklist for Readers Who Hate Long Bibliographies." The publication dates of the entries range from 1913 through 1968. (SW)

ED 026 399

TE 001 254

Holbrook, David

English for Maturity: English in the Secondary School. Second Edition.

Pub Date 67

Note—261p.

Available from—Cambridge University Press, 32 East 57th Street, New York, N. Y. 10022 (\$2.95).

Document Not Available from EDRS.

Descriptors—Composition (Literary), Creative Teaching, Creative Writing, Cultural Enrichment, Drama, *English Instruction, Grading, Poetry, School Attitudes, School Conditions, *Secondary Schools, Self Concept, *Social Values, Student Reaction, *Teacher Attitudes, *Teaching Methods, Teaching Techniques

Identifiers—*Great Britain

This discussion of the teaching of English in British secondary schools is divided into two parts—a general account of the goals and problems which involve the English teacher and a presentation of methods for teaching English. Included in the first part are letters from a young teacher that describe the school environment and administrative weaknesses in secondary schools; a survey of the goals of education—for living or

earning a living—and the implications of these goals; an analysis of the significance of words in the preservation of a culture; and a consideration of the purposes of teaching English and culture. Approaches to teaching poetry, folksongs, creative writing, composition, reading, and drama are presented in the second part. Some attention is also given to "marking, encouragement, and criteria." Appendices include lists of materials for teaching reading, poetry, folksongs, and the Bible. (LH)

ED 026 400 24 TE 499 962
American Political Behavior, Book I. Interim Report.

Indiana Univ. Foundation, Bloomington.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0643-1
Pub Date 68
Contract—OEC-6-10-274

Note—187p.
Available from—A copy for reference is available at the ERIC Clearinghouse on the Teaching of English, 508 South Sixth Street, Champaign, Ill. 61820

Document Not Available from EDRS.

Descriptors—*American Government (Course), Cartoons, *Civics, Culture, Curriculum Guides, *Experimental Programs, Grade 9, Political Influences, *Political Science, Political Socialization, Public Affairs Education, Secondary Education, Social Sciences, Social Studies, *Social Studies Units, Socioeconomic Influences, Teaching Methods, Teaching Techniques

This experimental course in American Political Behavior for ninth grade was developed by the High School Curriculum Center in Government, established through the cooperation of the Department of Government and the School of Education at Indiana University. Intended as an alternative to the traditional two-semester study of civics, this course contains two units—"Introduction to the Study of American Political Behavior" and "The Context of American Political Behavior"—which cover such subjects as reactions to human conflict, comparative political behavior, American political culture, political cartoons as indicators of political culture, mediators of political socialization, and political socialization in American society. The lessons are arranged so that a student first confronts stimuli intended to motivate thinking about a subject, then studies the subject systematically, and finally applies his newly acquired knowledge to a fresh situation. Devices used in presenting the lessons include simulation-games, case studies, statistical tables, attitude scales, slide-tape presentations and cartoons. (JS)

ED 026 401 24 TE 499 963

Radcliffe, David J.
Education and Primary Development in Malaya 1900-1940; A Study of the Malay Community. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-E-111
Pub Date 31 Dec 68

Grant—OEG-0-8-070111-0200-010
Note—77p.

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—*Acculturation, Anthropology, Community, Community Characteristics, *Community Development, *Community Education, Cultural Interrelationships, Cultural Pluralism, Group Structure, Group Unity, History, Political Attitudes, Religious Cultural Groups, Social Change, Social Integration, *Social Sciences, Social Studies, Social Systems, Social Values, *Sociocultural Patterns, Sociology
Identifiers—*Malaya

This study investigated low-level primary education of rural village schools in Malaya to determine the influence of education in the development of the Malaysian community during the period from the 1890's to 1941. In addition, the concept that the "mass" can develop into an "audience" with specific interests and demands was considered. The four sources of information for the research were official government records in London and Kuala Lumpur, interviews with Malay schoolteachers, the pre-war Malay press, and a local survey in the subdistrict of Ulu Langat, Selangor, Malaya. The investigation revealed that, at the establishment of the colonial government (1896), the Malays of the Federated Malay

States were not a homogeneous community, but a diversity of Malaysian peoples. The period of British rule saw the emergence of the Malay community as colonial policies caused both stimulation and reaction. Among the educational forces contributing to the creation of a cultural community were the government Malay vernacular primary schools, the trained Malay schoolteachers, the Islamic religious teachers, and the secular Malay vernacular press. (Author/JS)

ED 026 402 24 TE 499 964

Linton, Stanley
The Development of a Planned Program for Teaching Musicianship in the High School Choral Class. Final Report.

Wisconsin State Univ., Oshkosh.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-8220
Pub Date 12 Dec 67

Contract—OEC-3-6-068220-1470

Note—49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—*Choral Music, Educational Research, *Instructional Materials, Material Development, *Music, *Music Education, Music Reading, Music Techniques, *Secondary Education, Singing, Vocal Music

This project was based on the belief that the primary aim of the high school choral class, as well as all music classes, should be to develop musicianship (musicality)—an ability to respond to the expressively organized tonal-rhythmic patterns of music. The main purpose of the project was to build a structured program for high school students which would focus on building musicianship and which could be integrated with the study, rehearsal, and performance of the choral score. The principal product was a 2-year, two-volume instructional program entitled "Choral Musicianship," dealing with both the development of concepts and skills related to pitch, rhythm, texture, and form and the characteristic uses of the structural elements in choral music of major historical periods. A pilot program, with 361 experimental subjects in five high school classes, will be completed and evaluated after the date of this report. (The appendices include sample lessons and an outline of the content of the instructional program.) (Author/JS)

ED 026 403 24 TE 499 966

Hayes, Bartlett H., Jr.
A Study of the Relation of Museum Art Exhibitions to Education. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1367
Pub Date 31 Dec 67

Contract—OEC-5-10-286

Note—54p.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—Art, Art Appreciation, *Art Education, Curricular Activities, Cultural Enrichment, Educational Facilities, *Educational Improvement, Elementary School Students, *Instructional Trips, *Museums, Resource Centers, Secondary School Students, Student Experience, Teacher Education

A study conducted at Harvard University proposed to obtain evidence concerning the use of art museum exhibitions by public school groups and to determine better ways of improving that use. Interviews, with museum staff and school personnel, were conducted at 57 museums in various geographical locations. The evidence identified several attitudes and current practices: (1) Many art museums tolerate school visits as an obligation to be endured. (2) Many teachers are too ill-trained to visit an art museum with confidence. (3) Visits frequently take on the nature of an outing. (4) Only a few educational exhibits in museums are especially designed for school use. (5) The museum's permanent collection is apt to serve better than temporary exhibits. (6) Visits to museums are rare for high school students during school hours. Some of the recommendations were (1) that teams, each composed of a museum staff member and a school official, might promote school-museum interchange in many parts of the country, (2) that further study should be given to the use of television correlated with museum visits, and (3) that the burden of education in the arts should be borne by the school system. (Excerpts from interviews conducted with museum personnel comprise the major portion of this report.) (Author/SW)

ED 026 404

TE 500 249

Demarest, David P., Jr.
Freedom to Write: A Composition Course For Ghetto Adults.

National Council of Teachers of English, Champaign, Ill.
Pub Date Dec 68

Note—4p.

Journal Cit—College Composition and Communication; v19 n5 p312-15 Dec 1968

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Adult Education, Composition Skills (Literary), *Culturally Disadvantaged, *English Instruction, *Higher Education, Teaching Techniques, *Writing Skills

A teacher of English composition analyzes a few examples of written compositions given him by a class of adult job trainees, the majority of whom are of ghetto high school background. By concentrating on the positive aspects of their efforts and deemphasizing rigid grammatical mechanics which tend to inhibit their expression, he discovers that his students have a desire to write, as well as an abundance of natural creativity. (CW)

ED 026 405

TE 500 257

Danielson, Robert W.
The English Department Chairman and the Process of Educational Change.

Pub Date 7 Apr 67

Note—13p.; Paper presented at the Conference on College Composition and Communication Annual Meeting, Louisville, Kentucky, April 7, 1967.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Administrative Problems, *Administrator Role, *Curriculum Development, Educational Change, *English, English Instruction, *Higher Education, *Leadership Responsibility, Program Evaluation

The nature of educational change and the role of the English department chairman are discussed. Varying opinions about the process of change are described. In conclusion two suggestions for department chairmen are: (1) that he help inform his staff by making current research publications available and by stimulating discussions of that research, and (2) that in order to be involved directly with agencies that exert influence on educational change, the chairman should become a member of a group like the regional advisory group sponsored by the Conference on College Composition and Communication. (BN)

ED 026 406

TE 500 258

Danielson, Robert W.
Composition in the Two-Year College; or "Nothing So Needs Reform As Other People's Habits."

Pub Date Nov 66

Note—11p.; Paper presented at Pre-Convention Study Group 5 of the Annual Convention of the National Council of Teachers of English (56th, Houston, Texas November 21-26, 1966).

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Administrator Attitudes, *Composition (Literary), *English Instruction, *Junior Colleges, *Program Evaluation, Research Needs, *Teacher Attitudes, Teacher Education

In sections one and two of this paper, the value of five administrative practices and attitudes and ten instructional practices and attitudes is questioned. Section three discusses the preparation and continuing education of two-year college English instructors, and section four emphasizes the need for research in composition. (BN)

ED 026 407

TE 500 261

Ford, Nick Aaron
The English Department and the Challenge of Racism.

Association of Departments of English, New York, N.Y.
Pub Date Jan 69

Note—7p.; Speech delivered to the Assoc of Depts of English at Nat Council of Teachers of English, Milwaukee, Wisconsin, Nov 1968.

Journal Cit—ADE Bulletin: n20 p16-22 Jan 1969

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—College Instruction, *Course Content, Curriculum Development, *Educational Objectives, English Curriculum, *English Instruction, *Higher Education, Literature, Program Evaluation, Race Relations, *Racial Discrimination

Racism, the ways in which it is manifested in higher education, and the effectiveness of its manifestations are discussed. The following proposals suggesting how English departments can contribute to the diminution of racism were made: (1) that single academic standards be required for black and white students in freshman English classes, (2) that works by black authors be included in freshman English courses, (3) that black authors be added to the reading list in all American literature of drama courses, (4) that a reasonable number of the faculty do special studies of black literature, and (5) that at least one member of the English faculty be black. (CW)

ED 026 408 TE 500 262

Bernd, Daniel

Minding Our Own Business.

Association of Departments of English, New York, N.Y.
Pub Date Jan 69

Note—4p.

Journal Cit.—ADE Bulletin; n20 p23-26 Jan 1969

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Culturally Disadvantaged, Educational Attitudes, *Educational Objectives, *English Instruction, English Programs, *Higher Education, Program Evaluation, *Race Relations, *Social Values, Teacher Responsibility

Higher education's direct responsibility for certain aspects of the contemporary civil and social disorders is discussed, and the university is viewed as an institution of American society which perpetuates class and race discrimination. Recommendations are made for feasible reform of the "elitest" educational structure through greater awareness and responsibility in the teaching of language and literature. (CW)

ED 026 409 TE 500 269

Hudson, Randolph

The Graduate Record Examination: A Minority Statement and a Prediction.

Association of Departments of English, New York, N.Y.

Pub Date Jan 69

Note—3p.

Journal Cit.—ADE Bulletin; n20 p50-52 Jan 1969

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—*Admission Criteria, College Admission, Competitive Selection, *English, Graduate Students, *Graduate Study, Higher Education, Predictive Ability (Testing), *Standardized Tests, Student Testing, *Test Reliability, Tests

Identifiers—Graduate Record Examinations, GRE
Arguments are set forth to encourage continued use of the Graduate Record Examination (GRE) as supplementary information rather than as an exclusive criterion for selecting graduate candidates in English. The author predicts that the GRE will be increasingly used and will increasingly come to define and control undergraduate and graduate instruction in English. (CW)

ED 026 410 TE 500 283

Tighe, Donald J.

The New Breed—A New Direction.

Pub Date 68

Note—11p.; Paper presented at the Rocky Mountain Regional Conference on the Junior College, Colorado Springs, Oct 12, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—College Freshmen, *Composition (Literary), Composition Skills (Literary), *English, *English Instruction, *Higher Education, Multimedia Instruction, *Teaching Methods

A "new breed" of college English teachers and the texts they advocate as well as their multimedia methods of instruction are discussed. According to the author, the "new breed" object to order of any kind and their teaching methods lack moderation and purpose. In conclusion, he emphasizes that the purpose of freshman English is to teach students how to write; books, films, "gimmicks," and discussions are relevant only when they contribute to the central idea of the course. (BN)

ED 026 411 TE 500 546

Tighe, Donald J.

An In-Service Program For Two-Year College English Instructors.

Pub Date [Nov 67]

Note—5p.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—College Freshmen, *College Teachers, Composition (Literary), *English Instruction, *English Programs, *Inservice Teacher Education, *Junior Colleges, Teacher Education

Two-year colleges can furnish inservice training for their own English teachers. A description is given of an inservice program for composition teachers which involves (1) a strong syllabus, (2) creative supervision, (3) seminar programs, (4) inservice publication. (BN)

ED 026 412 TE 500 547

Cahn, Meyer M.

A Letter To A Student Teacher.

Pub Date 7 May 68

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Educational Innovation, *Effective Teaching, *English Instruction, *Higher Education, *Student Needs, Teacher Attitudes, Teacher Characteristics, *Teacher Role

In the format of a letter to a student teacher, the author talks about the role of the English teacher, especially in the urban junior college class, and stresses the need for breaking down the "walls" which separate the teacher from the students and the students from each other. Recognition of the close relationship between the classroom world and the outside world of social unrest and change is considered a prerequisite for effective teaching. Emphasis is given to the type of learning which could take place if teachers would shed outdated concepts of their roles and deal openly with the lives of the students. (BN)

ED 026 413 TE 500 548

Cahn, Meyer M.

A Word About Junior College Teacher Preparation and Development.

Pub Date Oct 68

Note—7p.; Paper presented at the Pacific Coast Conference on English in the Two-Year College, College of San Mateo, San Mateo, California, October 25-26, 1968.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—College Teachers, English, *English Instruction, *Junior Colleges, *Student Teaching, *Teacher Education, Teacher Evaluation, *Teacher Improvement, Teacher Qualifications, Teacher Responsibility

What it takes to be a teacher and the inherent difficulties of the teacher's situation are discussed in the introduction to this paper. The major portion of the document consists of a discussion of the preparation and development of teachers, which may be divided into three periods: (1) the pre-student-teaching period, (2) the student-teaching period, and (3) the post-student-teaching period. (BN)

ED 026 414 UD 006 840

Language Development in Disadvantaged Children: An Annotated Bibliography.

Yeshiva Univ., New York, N.Y. ERIC Clearinghouse for Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 68

Contract—OEC-6-10-240; OEC-6-10-243

Note—86p.

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors—*Annotated Bibliographies, Behavior Development, Bilingualism, *Child Development, Conference Reports, Demonstration Projects, *Disadvantaged Youth, Environmental Influences, Family Influence, Intellectual Development, *Language Development, *Language Research, Nonstandard Dialects, Research Reviews (Publications), Social Influences

The works cited on this extensively annotated bibliography represent approaches for understanding the language development of disadvantaged children. The subjects covered are bilingualism and dialectology, developmental influences (ethnic, family and home, instructional, and social and economic) and developmental status and processes (behavioral, intellectual, and language). The works report the progress of demonstration projects and the findings of comparative, descriptive ecological, and experimental studies. Some of the references are reviews of research, bibliographies, or conference proceedings. (EF)

ED 026 415 UD 007 461

Zigler, Edward

Social Class and the Socialization Process: A Review of Research.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 68

Contract—OEC-6-10-240

Note—53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—*Child Rearing, Ecology, Genetics, Human Development, *Research Reviews (Publications), *Social Differences, *Socialization, Social Psychology, Socioeconomic Influences

Identifiers—Boston, Chicago, Detroit, Oregon

One part of this review of research contains summaries of studies offering sociogenic or psychogenic explanations for the behavior of members of different social classes. The former position, which deemphasizes the importance of child rearing practices in the socialization process, maintains that the adult personality model to a particular class is made up of behaviors necessary for performing the role of a member of that class; in contrast, the latter position posits that class differences in child rearing practices produce modal personality characteristics which have a constraining influence on other behavior. Another section includes reviews of studies of social class differences in child rearing practices of families in Chicago, Boston, Detroit, and Eugene (Oregon). Also reviewed are studies which stress the continuing nature of socialization through the adult years as part of a life cycle and place less emphasis on childhood socialization. These studies explain social class differences by either a social-economic-ecological, a genetic, or a developmental interpretation. Developmentalists attempt to understand the effects of the sociological variable of social class membership in terms of the psychological variable of personal development level. (EF)

ED 026 416 UD 007 598

Braund, Robert A. And Others

Compensatory Education 1966-67; Based on Projects Conducted Under the Elementary and Secondary Education Act of 1965, Title I. Annual Education Report.

California State Dept. of Education, Sacramento. Office of Compensatory Education.

Pub Date 67

Note—195p.

EDRS Price MF-\$0.75 HC-\$9.85

Descriptors—Compensatory Education Programs, *Disadvantaged Youth, *Educational Programs, *Federal Programs, Objectives, *Program Descriptions, *Program Evaluation, School Districts, Tables (Data)

Identifiers—California, Elementary Secondary Education Act Title I Program, ESEA Title I Program

The required annual evaluation report includes a synopsis of the whole document; an overview of the Elementary and Secondary Education Act Title I efforts in California; analysis of school district reports from central city, urban, suburban, and rural areas; a review of selected activities; and a section containing specific information requested by the U.S. Office of Education. (NH)

ED 026 417 UD 007 666

King, William D.

A Statement of POSTURE Toward Public Education in New York City.

Pub Date 21 Oct 67

Note—8p.; Paper presented at luncheon of the Federation of Negro Civil Service Organizations, Inc. (7th, October 21, 1967).

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Board of Education Policy, Board of Education Role, *Minority Group Teachers, Professional Associations, *Public School Systems, *Racial Discrimination, *Racism, Teacher Associations, *Urban Schools

Identifiers—Council of Supervisory Associations, New York City, New York City Board of Education, UFT, United Federation of Teachers

Strongly criticized are the New York City Board of Education (especially its Board of Examiners), the Council of Supervisory Associations, and the United Federation of Teachers. These institutions are said to be responsible for maintaining a white-dominated school system which "systematically" excludes Negroes and Puerto Ricans from leadership positions in the schools. Needed are new educational philosophies

and institutions, new curriculums in colleges and universities, and "new professionals, experts, and technicians." (NH)

ED 026 418 UD 007 670

Good, Paul
Cyle to Nowhere.
Commission on Civil Rights, Washington, D.C.
Report No.—CCR-CIgh-Pub-14
Pub Date 68
Note—60p.
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (\$60).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Agriculture, Child Welfare, *Civil Rights, Cooperatives, Economic Disadvantage, Farmers, Federal Laws, Health Conditions, Negro Education, Negro Employment, *Negroes, *Racial Discrimination, Racism, School Segregation, Welfare Problems, Welfare Services

Identifiers—Alabama, Commission on Civil Rights

This report describes the findings of the U.S. Commission on Civil Rights hearings in Montgomery, Alabama, in 1968. A comparison with the report of the 1958 hearings in the same city is made throughout the document. It is noted that there has been minimal, if any, improvement in the discrimination against the black people of Alabama in the past decade. The testimony at the hearings dealt with the cycle of poverty, infant starvation and child health problems, segregated education, agriculture, a Negro-owned farmers cooperative, and employment and unemployment. Also included are findings about noncompliance with Federal anti-discrimination statutes, the public welfare situation, and racism. (NH)

ED 026 419 UD 007 671

Unikel, Irving P. And Others
Learning of Culturally Disadvantaged Children as a Function of Social and Tangible Reward.
Pub Date Sep 68

Note—9p.; Paper presented at the meeting of the American Psychological Association, (San Francisco, Calif., September 1968).

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Control Groups, *Disadvantaged Youth, Experimental Groups, *Experiments, *Learning, *Preschool Children, *Rewards, Sex Differences, Socioeconomic Status

Identifiers—Georgia, Project Head Start

The experiment studied the "relative effectiveness of tangible and social rewards upon the performance of a simple discrimination learning task by culturally disadvantaged children." Also assessed were the effects of the sex of the subjects (Ss) and the examiner. Ss were 144 five- and six-year old youngsters in a Georgia Head Start program. No differential effects of the two types of rewards were found nor was there a significant interaction of sex as a variable. Among the conclusions is the statement that these results question "the applicability of a general concept of cultural disadvantage as a function of lower socioeconomic status." (NH)

ED 026 420 UD 007 672

Richards, Catharine V.
Good Camping for Children and Youth of Low Income Families: Some Suggestions for Camps Concerned About Providing Equal Opportunities for Children and Youth.

Department of Health, Education and Welfare, Washington, D.C.

Pub Date 68
Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Camp Counselors, *Camping, Community Organizations, *Disadvantaged Youth, Guidelines, *Resident Camp Programs

Guidelines are offered for positive camping experiences for poverty children and youth. There are sections on community organizations which can offer services for camp placement, recruitment of campers from among disadvantaged groups, and the orientation of new campers to camp (including such practical suggestions as the types of food and snacks which should be available). Also discussed are some characteristics of this group of young people, some of their special needs, and the camper-counselor relationship. (NH)

ED 026 421 UD 007 674

Mahan, Thomas W.

Project Concerns - 1966-1968; A Report on the Effectiveness of Suburban School Placement for Inner-City Youth.

Hartford Public Schools, Conn.
Pub Date Aug 68
Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—Academic Achievement, Bus Transportation, *Disadvantaged Youth, Dropouts, Educational Improvement, *Educational Programs, Elementary Schools, Inner City, Interdistrict Policies, Program Administration, Program Budgeting, *Program Descriptions, Program Effectiveness, Program Evaluation, Student Adjustment, Suburban Schools, *Transfer Programs

Identifiers—Connecticut, Elementary Secondary Education Act Title I Program, ESEA Title I Program, Hartford, Project Concern

The final technical report summarizes the development, operations, and effectiveness of Project Concern, Hartford's program of suburban school placement for inner-city children. This approach to educational improvement through busing disadvantaged students to neighboring towns was funded in part by the Elementary and Secondary Education Act, Title III. Included is information on selection of the ghetto pupils, their academic and social adjustment in the suburban schools, and the effects of the project on the suburban students, parents and schools. Also discussed are those children and families who dropped out of the project, and the operational characteristics of the program. (NH)

ED 026 422 UD 007 675

The Hartford-Hotchkiss Greater Opportunity Program: Interim Report to the State Department of Education and the Hartford Board of Education.

Connecticut State Dept. of Education, Hartford; Hartford City Board of Education, Conn.

Pub Date 68
Note—80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—*College Preparation, Cultural Enrichment, *Disadvantaged Youth, English Instruction, *Guidance Counseling, High School Students, Males, Private Schools, Psychological Testing, Reading Instruction, *Remedial Instruction, *Residential Programs, Student Volunteers, Summer Programs, Tutoring, Underachievers

Identifiers—Connecticut, Greater Opportunity Program, Hartford, Hotchkiss School

The "Greater Opportunity Program", funded by ESEA Title III, has provided academic instruction, cultural stimulation, and supportive counseling to 100 underachieving disadvantaged Hartford boys about to enter high school. The resident program has been conducted at the Hotchkiss School using the independent school's staff for 7-week periods during three summers. The objective of the program has been to raise the boys' self-concept and to improve their academic record so that they may be admitted to college. Proctors (former participants in the program and students at Hotchkiss) live with and tutor the boys, and families in the area invite them into their homes. The boys are followed up during the school year through tutoring sessions and informal social activities with the Hotchkiss students, and the program staff and counselors in the boys' high schools cooperate to plan academic programs. The counseling and social activities of the program and reports of the boys' progress in various subjects are summarized. (EF)

ED 026 423 UD 007 684

The Neighborhood Youth Corps: Three Years of Success.

Manpower Administration (DOL), Washington, D.C. Bureau of Work-Training Programs.

Pub Date 68
Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Delinquency Prevention, Dropout Prevention, *Dropout Programs, Dropout Rehabilitation, *Federal Programs, *Poverty Programs, Tables (Data), Urban Areas, Youth Employment, *Youth Programs

Identifiers—Neighborhood Youth Corps, NYC

The successful operations of the Neighborhood Youth Corps are described in this Department of

Labor document. The publication consists of brief comments about the program's achievements in various cities and includes some graphic and statistical presentations. (NH)

ED 026 424 UD 007 688

Teaching Happenings and Five Novellees: An Instructional Bulletin for B10 English.

Los Angeles City Schools, Calif. Div. of Secondary Education.

Report No.—LACS-ESEA-T-E-126-67
Pub Date 29 Jun 67

Note—500p.

EDRS Price MF-\$2.00 HC-\$25.10

Descriptors—*Curriculum Guides, Discussion (Teaching Technique), *High Schools, *Instructional Materials, Lesson Plans, Literature, Novels, Reading, *Reading Materials, Student Interests, Textbooks, *Urban Schools

Identifiers—A C Brocki, Jane Sprague, John Durham, Neutral Territory, Night Emergency, Take One Small Seed, The Fireplace, The Long Haul

The document consists of three parts—an instructional bulletin for teachers of urban high school students with average or below average reading ability, a book of readings, and five novellees prepared for these students. The bulletin offers guidelines on the ways to use the readings and suggestions for teaching literature to urban pupils as well as for stimulating effective discussion. Also presented are outlines of lesson plans, both general and specific. The paperbound, pocket sized book of readings contains both fiction and nonfiction selections written especially for city pupils. (NH)

ED 026 425 UD 007 697

Brocki, A.C., Ed.

Teaching Voices of Youth and Three Novellees: An Instructional Bulletin for B7 English.

Los Angeles City Schools, Calif. Div. of Secondary Education.

Report No.—LACS-ESEA-T-E-129-67

Pub Date 7 Jul 67

Note—494p.

EDRS Price MF-\$2.00 HC-\$24.80

Descriptors—*Curriculum Guides, Discussion (Teaching Technique), *Instructional Materials, *Junior High Schools, Lesson Plans, Literature, Novels, Reading, *Reading Materials, Student Interests, Textbooks, *Urban Schools

Identifiers—Danger Above and Below, Jacqueline Ludlum, Jane Sprague, Robert J. Franklin, Runaway Jerk, Tramp Dog

The document consists of three parts—an instructional bulletin for teachers of urban junior high school students with average and below average reading ability, a book of readings, and three novellees prepared for these students. The bulletin offers guidelines on the ways to use the readings and suggestions for teaching literature to urban pupils as well as for stimulating effective discussion. Also presented are outlines of lesson plans, both general and specific. The paperbound, pocket sized book of readings contains both fiction and non-fiction selections written especially for city pupils. (NH)

ED 026 426 UD 007 705

Greenberg, Morris S. And Others

Adventures in United States History. Unit 1: Colonists Settle in the New World and Gain Independence.

Los Angeles City Schools, Calif. Div. of Secondary Education.

Report No.—LACS-Pub-ESEA-I-1

Pub Date 67

Note—69p.

EDRS Price MF-\$0.50 HC-\$3.55

Descriptors—Activity Units, *Colonial History (United States), *Instructional Materials, *Secondary School Students, *United States History, Units of Study (Subject Fields)

A curriculum unit for secondary school students presents American history from the time of the initial settlements through the Revolutionary War. There are four chapters: the English colonists, the English heritage, the conflicts between England and the colonies, and the war for independence. Each chapter contains a summary reading, several activities, some enrichment material and a review discussion. For other units in this series, see UD 007706, UD 007707, and UD 007708. (NH)

ED 026 427 UD 007 706

Greenberg, Morris S. And Others

Adventures in United States History. Unit 2: A New Nation.

Los Angeles City Schools, Calif. Div. of Secondary Education.

Report No.—LACS-Pub-ESEA-1-2

Pub Date 67

Note—48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—Activity Units, American History, Enrichment, *High School Curriculum, *Instructional Materials, *United States History, *Units of Study (Subject Fields), Urban Schools

The second in a series of units on American history prepared for Los Angeles high school students discusses the founding of the nation, the constitution, and the growth and development up to 1828. Included are information on selected national leaders and the expanding frontiers. Each chapter contains a summary reading, several activities, some enrichment material, and a review discussion. For other units in this series, see UD 007705, UD 007707, and UD 007708. (NH)

ED 026 428 UD 007 707

Greenberg, Morris S. And Others

Adventures in United States History. Unit 3: Americans Move West.

Los Angeles City Schools, Calif. Div. of Secondary Education.

Report No.—LACS-Pub-ESEA-1-3

Pub Date 67

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Activity Units, American History, Enrichment, *High School Curriculum, *Instructional Materials, *United States History, *Units of Study (Subject Fields), Urban Schools

Identifiers—California, Great Plains

Unit Three in an American history curriculum prepared for the Los Angeles high schools is concerned with the westward movement. Discussed are the early explorers and trappers, the acquisition of new lands, California's early history, and the settlement of the Great Plains. The chapters include a summary reading, several activities, some enrichment material, and a review discussion. For other units in this series, see UD 007705, UD 007706, and UD 007708. (NH)

ED 026 429 UD 007 708

Phelps, Eugene And Others

Adventures in United States History. Unit 4: The Civil War Divides the North and South.

Los Angeles City Schools, Calif. Div. of Secondary Education.

Report No.—LACS-Pub-ESEA-1-4

Pub Date 67

Note—61p.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—Activity Units, *Civil War (United States), *Instructional Materials, *Negro History, Reconstruction Era, Secondary School Students, Slavery, *United States History, Units of Study (Subject Fields)

Unit Four of a series on American history for secondary school students in Los Angeles is devoted to the Civil War. The three chapters discuss slavery, the war, and the return of South to the union. Each chapter contains a summary reading, various activities, some enrichment material, and a review discussion. For other units in this series, see UD 007705, UD 007706, and UD 007707. (NH)

ED 026 430 UD 007 710

ESEA Title I Projects Evaluation Report 1967, Volume I.

Pittsburgh Public Schools, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67

Contract—OEC-1-7-000059-0059

Note—698p.

EDRS Price MF-\$2.75 HC-\$35.00

Descriptors—Camping, Class Organization, Clinical Diagnosis, Communication Skills, *Compensatory Education Programs, Current Events, *Disadvantaged Youth, *Federal Programs, Hearing Therapy, Music Education, Preschool Education, Remedial Reading, School Aides, School Social Workers, Social Development, Speech Therapy, Televised Instruction, Vocational Education

Identifiers—Elementary Secondary Education Act Title I Program, ESEA Title I Program, Pennsylvania, Pittsburgh

Reports of Pittsburgh's 1967 ESEA Title I projects are presented in two volumes. The 17 reports in Volume I, which adhere to the procedures established in an evaluation model, are of programs in communication skills, camping, vocational education, music, standard English, social development, revised class organization, remedial reading by means of reduced class size, exposure to current events through television, kindergarten and preprimary activities, and the use of library aides, school social workers, and speech and hearing mobile units. (See UD 007711 for reports in Volume II.) (EF)

ED 026 431 UD 007 711

ESEA Title I Projects Evaluation Report 1967, Volume II.

Pittsburgh Public Schools, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67

Contract—OEC-1-7-000059-0059

Note—385p.

EDRS Price MF-\$1.50 HC-\$19.35

Descriptors—Clinical Diagnosis, *Compensatory Education Programs, *Disadvantaged Youth, Driver Education, Family Life Education, *Federal Programs, Grammar, Inservice Teacher Education, Job Placement, Mental Health, Nongraded Classes, Physical Education, Safety Education, Televised Instruction, Vision

Identifiers—Elementary Secondary Education Act Title I Program, ESEA Title I Program, Pennsylvania, Pittsburgh

The reports in Volume II of a two-volume review of Pittsburgh's 1967 ESEA Title I projects do not adhere to the procedures established in an evaluation model. The reports consist of programs in physical education, safety education, driver education, family life education, mental health, instruction in nongraded classes, vision improvement, grammar instruction through television, job placement, and Saturday inservice teacher workshops. (See UD 007710 for reports in Volume I.) (EF)

ED 026 432 UD 007 716

Dustman, Rosemary, Comp.

Counteracting School Dropouts: A Research Report.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 67

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Dropout Prevention, Dropout Problems, *Dropout Programs, Dropout Rate, *Dropouts, Questionnaires, *State Surveys

Identifiers—Illinois

A committee of Illinois educators conducted a survey of the dropout problem in the state. Questionnaires were sent to secondary school administrators, 72 percent of whom returned a completed form. Information was sought on dropout prevention practices and programs. The document summarizes the highlights of the survey and also includes selected program descriptions from eight schools, as well as the committee's recommendations. (NH)

ED 026 433 UD 007 718

Noland, James R. Rand, E.W.

Special Training Institute on Problems of School Desegregation. Final Report.

Saint Thomas Univ., Houston, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 21 Jun 68

Grant—OEG-4-7-000283-4227

Note—105p.

EDRS Price MF-\$0.50 HC-\$5.35

Descriptors—Disadvantaged Youth, Elementary Grades, Elementary School Students, Elementary School Teachers, *Inservice Teacher Education, *Institutes (Training Programs), Master Teachers, Minority Group Children, Public Schools, *School Integration, Student Teachers, Summer Institutes, Teacher Improvement, *Teacher Programs

Identifiers—Houston, Texas

The major objective of this training institute was "to help critique the student teachers from the Houston, Texas, area develop knowledge and understanding of desegregation and its relationship to the teacher-learning situation in elementary and secondary schools". A further objective was to provide a cadre of new professional teachers coming into the school system prepared

to deal with problems that arise as a result of total desegregation. Participants in this inservice program were 60 teachers, 40 critique teachers, 20 student teachers, and a group of children from poverty areas in Houston whom provided the "laboratory experience" for this one-year effort. (NH)

ED 026 434 UD 007 756

Rohwer, William D.

Socioeconomic Status, Intelligence and Learning Proficiency in Children.

Pub Date 68

Note—16p.; Paper presented at the annual meeting of the American Psychological Association (San Francisco, Calif., 1968).

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Caucasian Students, Comparative Analysis, *Intelligence, Intelligence Quotient, Intelligence Tests, *Learning, Lower Class, Negro Students, *Paired Associate Learning, Primary Grades, Reliability, Research Methodology, Socioeconomic Status, Tables (Data), Upper Class

Identifiers—Peabody Picture Vocabulary Test, PPVT, Raven Progressive Matrices

The purpose of the study was twofold: first, to determine the reliability of a paired-associate (PA) task when used as a test of learning proficiency; and second, to assess the relationship between performance on the PA task and on IQ tests as a function of grade level (kindergarten, first, third) and socioeconomic status (high, low). The reliability of the PA task was acceptably high and the magnitude of the relationship between learning proficiency and intelligence varied with social class membership. Differences related to social class were also detected in rates of development of the two kinds of abilities assessed. (Author)

ED 026 435 UD 007 758

The Experimental Analysis of Behavior in the Education of Socially Disadvantaged Children and Youth (West Point Farms, New York, November 30-December 2, 1966).

Yeshiva Univ., New York, N.Y. Ferkauf Graduate School of Humanities and Social Sciences.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 66

Contract—OEC-6-10-243

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Behavior Change, Behavior Patterns, *Behavior Theories, Conditioned Response, Conference Reports, Disadvantaged Youth, *Education, Learning Motivation, *Learning Theories, *Operant Conditioning, Positive Reinforcement, Rewards, Teaching Techniques

Identifiers—B F Skinner, Harold L Cohen, Joan Gussow

This conference report consists of two presented papers and a selected bibliography. The paper by Joan Gussow, "Behavioral Management and Educational Goals," is concerned with operant conditioning as a theory of learning and an instructional method. Basing their methods on the work of B.F. Skinner, educators who are proponents of this theory emphasize "positive reinforcement and its use in shaping and maintaining new and desired behaviors." Gussow discusses some applications of operant conditioning—behavior management techniques, and a contingency management system. Also noted are some of the philosophical issues raised by this learning theory. Harold L. Cohen's paper, "The Educational Model," summarizes two previous articles. He discusses his involvement with a special education project which is studying the factors "that can change and maintain learning behavior." (NH)

ED 026 436 UD 007 759

Conference on Community and Family Services for the Educational Rehabilitation of Disadvantaged Youth, Conference Proceedings (New York, June 15-16, 1967).

Yeshiva Univ., New York, N.Y. Ferkauf Graduate School of Humanities and Social Sciences.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 67

Contract—OEC-6-10-243

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Academic Achievement, Academic Aspiration, Community Characteristics, Community Study, Conference Reports, *Economically Disadvantaged, Educational Interest, *Family (Sociological Unit), Family Characteristics, Family Life, *Family Structure, Lower Class, Middle Class Values, Motivation, *Negroes, Negro Mothers, *One Parent Family Identifiers—Gertrude S. Goldberg, Harlem, HARYOU, James A. Jones, Moynihan Report

This conference report contains a summary of the proceedings and the text of two papers. The paper by Gertrude S. Goldberg, "Research Issues Evoked by the Moynihan Report," presents the critical response to that report and notes the issues raised by it. She discusses the alleged pathology of the Negro family, the relationship between family patterns and educational achievement, and the "case for national action." The address by James A. Jones, "Cultural Deprivation: Some Second Thoughts," describes some findings of a HARYOU study of the central Harlem community. The major focus of his paper was the motivation for education among poor families. A preliminary analysis (1967) of the HARYOU data shows that poor families in central Harlem and the middle class in general share similar values about education. (NH)

ED 026 437 UD 007 760
Remediation and Rehabilitation in the Education of Disadvantaged Children (New York, February 6-7, 1967).

Yeshiva Univ., New York, N.Y. Ferkauf Graduate School of Humanities and Social Sciences. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 67

Contract—OEC-6-10-243

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—Behavior Change, Behavior Theories, Conference Reports, *Disadvantaged Youth, *Education, Educational Research, Exceptional Children, Handicapped Children, Learning Disabilities, Literature Reviews, *Rehabilitation, *Remedial Instruction, Socioeconomic Background, *Special Education

Identifiers—Lee Meyerson, William M. Cruickshank

A report of a conference on the educational aspects of remediation and rehabilitation of disadvantaged children consists of two papers, a critical discussion of major presentation, and comments on it by participants. The paper by William M. Cruickshank, "Models from Special Education for Educational Research in Children with Learning Disabilities of Social and Economic Origin," reviews the research literature on exceptional children. The paper by Lee Meyerson, "Behavioral Modification Procedures," discusses three behavioral research strategies and their application to education. (NH)

ED 026 438 UD 007 761
Integration of the Berkeley Elementary Schools: A Report to the Superintendent.

Berkeley Unified School District, Calif.

Pub Date Sep 67

Note—70p.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—Board of Education Policy, Board of Education Role, Classroom Integration, Educational Quality, Elementary Schools, *Integration Methods, *Integration Plans, *School Integration, *Urban Schools

Identifiers—Berkeley, California

The report, prepared for the superintendent of schools in Berkeley, presents the proposals for and methods of achieving total quality integrated education throughout the school system. The document traces the development of the thrust toward school desegregation in the city. Various proposals and plans are suggested and the recommendations of the task force which prepared the report are presented. There is also a section on special projects. The integration plans and the improved educational program are to be fully operative in September, 1968. (NH)

ED 026 439 UD 007 779
Wichita Program for Educationally Deprived Children. ESEA Title I Evaluation Report (September, 1967-May, 1968).
Wichita Unified School District 259, Kans.
Report No.—WUSD-68046
Pub Date Sep 68

Note—274p.

EDRS Price MF-\$1.25 HC-\$13.80

Descriptors—Art Education, Attendance Services, *Compensatory Education Programs, Cultural Enrichment, Elementary School Counseling, *Federal Programs, Health Services, Industrial Arts, Institutionalized (Persons), Library Services, Music Activities, Physical Education, *Program Evaluation, Teacher Aides

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Kansas, Wichita
Evaluations of ESEA Title I activities are presented in separate sections of this report. Included are information on the objectives, procedures, and evaluation strategy of each activity, presentation of data, and comments about results. Programs were developed for delinquent and neglected children, art instruction and education, physical education and recreation, keyboard music instruction, industrial arts, attendance improvement, and general cultural enrichment. The activities also included clothing and personal grooming instruction, health and food services, library services, and elementary counseling and guidance. For 1966-67 report, see ED 020 286. (EF)

ED 026 440 UD 007 789
Conference Proceedings: Research Dissemination and Training Conference (June 26-27, 1967).
Yeshiva Univ., New York, N.Y. ERIC Clearinghouse for Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 67

Contract—OEC-6-10-243

Note—162p.

EDRS Price MF-\$0.75 HC-\$8.20

Descriptors—Academic Achievement, Child Development, Conference Reports, Counseling, *Disadvantaged Youth, Early Childhood Education, *Education, Environmental Influences, Language Development, Racial Integration, *Racial Segregation, *Research, Research Needs, Research Utilization, Social Development, Special Education

This conference was conducted to communicate the deliberations of prior conferences to those who are responsible for planning research and allocating funds in the area of the education of the disadvantaged and/or segregated. Major purposes were: (1) to improve communication between investigators working in this field; (2) to stimulate interest in the conduct of research; and (3) to assist junior investigators in related research activities. A number of post conference workshops were organized to provide short-term training sessions focused on particular problem areas, and these are reported in an appendix. The document contains the texts of seven papers of such topics as desegregation research, counseling, family and community factors in educational achievement, bio-social developmental factors, language development, early childhood intervention, and special education. A summary of the proceedings is included. (NH)

ED 026 441 24 UD 007 844

Binderman, Murray
Factors in School Integration Decisions of Negro Mothers. Final Report.

North Carolina Univ., Chapel Hill.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-7-C-043

Pub Date 15 Dec 68

Grant—OEG-O-8-000043-1804(010)

Note—100p.

EDRS Price MF-\$0.50 HC-\$5.10

Descriptors—County School Systems, *Decision Making, Educational Quality, *Free Choice Transfer Programs, Individual Power, Interviews, Negro Attitudes, *Negro Mothers, Parent Role, Personal Values, Public Schools, Questionnaires, Research, *School Integration, *Southern Schools

Identifiers—North Carolina, Orange County

Most Southern public schools are still integrated despite the 1954 Supreme Court decision. This study sought to determine the causal factors related to the decision of those Negro mothers who did enroll their children in white schools. Samples were 207 Negro mothers with children in grades one through five who were enrolled in a North Carolina school district which had opted for a "free choice" plan. Interviewers were Negro women. The following factors were found to be significant for an increase in the

probability of the mother's making a "favorable" decision: valuation of education, perception of educational facilities differential, educational expectations, (inversely) perception of Negro social approval, valuation of desegregation, knowledge of the environment, and powerlessness. Two models were tested, and a fused model constructed. The important causal variables found were: knowledge of the environment, powerlessness, valuation of desegregation, and valuation of education. Noted was a conflict between pride in blackness and a desire for good education (usually white controlled). Community controlled supplemental schools teaching black culture could lessen this conflict and school integration should be reciprocal. (Author)

ED 026 442 24 UD 007 848

Ellis, Desmond P. Wiggins, James W.
Cooperation, Aggression and Learning in a Bi-Racial Classroom (The Socialization of Academic Behavior Among Negro Junior High School Students). Final Report.

North Carolina Univ., Chapel Hill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-C-041

Pub Date Sep 68

Grant—OEG-O-8-000041-0226-010

Note—166p.

EDRS Price MF-\$0.75 HC-\$8.40

Descriptors—*Academic Achievement, Caucasian Students, Fathers, Junior High School Students, *Low Achievers, *Negro Students, Parental Background, *Parent Influence, Questionnaires, Racial Factors, Reinforcement, Sex Differences, Socialization, *Success Factors

This report is concerned with the problem of the socialization of academic behavior and with the over-representation of Negro students among low achievers. Studied were such possible causative factors as (1) parental educational level and other social structural variables; (2) differential reinforcements of Negro and white students; and (3) differential exposure to high achievement level parental, sibling, and peer models. Data were gathered by student questionnaires and school records. Subjects were Negro and white eighth grade students in a recently desegregated Southern junior high school. Findings show that the educational and occupational level of fathers, their administration of rewards, and also the frequency with which reward is coupled with school achievement are particularly relevant factors. Sex of student and race of teacher in relation to race of student also seem to influence the probability of achievement. (NH)

ED 026 443 UD 008 007

Krohn, Pearl S.
A Program of Action for the Schools in South Dade County, Florida: A Report to the Special Study Committee.

Miami Univ., Coral Gables, Fla. South Florida School Desegregation Consulting Center.

Pub Date 26 Jun 67

Note—82p.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—*Community Attitudes, *County School Systems, Educational Facilities, *Facility Requirements, High Schools, Integration Plans, Negro Attitudes, Population Trends, School Community Programs, *School Integration, School Organization, *Southern Schools, Student Enrollment

Identifiers—Florida, South Dade County

This report presents survey of the school needs of South Dade County, Florida. It includes study of the county's population, present and future school enrollment, analysis of the feelings of the black and white communities about the desegregation of a local high school, the school plant needs of the county, and recommendations for immediate action for implementation in September 1971 and for long-range planning. (EF)

ED 026 444 UD 008 010

Poll, Richard D.
Education for Freedom and World Understanding: A Report of the Working Committee of the Conference on the Ideals of American Freedom and the International Dimensions of Education

(Washington, D.C., March 26-28, 1962).

Office of Education (DHEW), Washington, D.C.

Report No.—OE-10016

Pub Date Mar 62

Note—66p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20204 (\$3.30).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Conference Reports, Curriculum Development, *Democracy, *Education, Educational Objectives, Educational Responsibility, Effective Teaching, Federal Government, Instructional Materials, School Community Relationship

A summary of a conference attended by 140 participants presents the consensus of these representatives. Discussed were such issues as the fundamentals of freedom, efforts to strengthen the dedication to the ideals of freedom through the improvement of curriculum, teaching materials, and teacher effectiveness, the promotion of closer school-community relations, and the educational role of the Federal government. Long range objectives were also developed. The conference addresses of Sterling M. McMurrin, Philip H. Coombs, and Abraham Ribicoff are included. (NH)

ED 026 445 UD 008 011

Hall, Joe

Integration in Dade County Public Schools, October 1966. Research Report (Volume 14, Number 2, 1966-67).

Dade County Public Schools, Miami, Fla.

Pub Date Nov 66

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Administrative Personnel, Integration Methods, Personnel Integration, Racial Distribution, *School Integration, *Southern Schools, Students, *Tables (Data), Teacher Integration

Identifiers—Dade County, Florida

A second annual report (1966) on the status of school integration in Dade County, Florida, includes data about every school department, and program in the school system as well as administrative and service personnel. The bulk of the document consists of nine tables which summarize the data. (NH)

ED 026 446 UD 008 110

Richardson, J.E. Franchi, Gloria Ann
Youth Education and Interracial Justice: A Report on Some Projects.

National Catholic Conference for Interracial Justice, Chicago, Ill.

Pub Date 1 May 64

Note—32p.

Available from—National Catholic Conference for Interracial Justice, 1307 South Wabash Ave., Chicago, Ill. 60605 (\$1.50).

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*Catholic Schools, Compensatory Education Programs, Curriculum Guides, Educational Planning, *Educational Programs, In-service Teacher Education, *Race Relations, Youth Programs

A 1964 report describes various Catholic programs and projects which foster interracial justice. The material is presented under the rubrics of curriculum guides, programs for teachers, programs for youth, and continuing programs in educational planning (which also includes non-Catholic compensatory education efforts and interracial understanding in the classroom). (NH)

ED 026 447 UD 008 112

Desegregation in Education, 1964-1965.

United States Information Agency, Washington, D.C. Research and Reference Service.

Report No.—R-112-65

Pub Date Aug 65

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Civil Rights Legislation, Colleges, Community Attitudes, *Data, Elementary Schools, Federal Laws, Integration Methods, Negroes, *School Integration, *School Segregation, Secondary Schools, *Southern States

Identifiers—Civil Rights Act of 1964

The 1965 Federal government publication reviews the status of school desegregation as of that year. It is said that "profound changes" were taking place in the desegregation process from 1963 to 1965. Information is presented about the situation in primary and secondary schools, colleges and universities, as well as the extent of community progress. Also noted are the relevant

sections of the 1964 Civil Rights Act and the extent of compliance with the law. The document focuses mainly on the 17 Southern and border states. This report is an updating of UD 008113. (NH)

ED 026 448 UD 008 113

IRI Background Facts: The Negro American; II. Desegregation in Education.

United States Information Agency, Washington, D.C. Office of Research and Analysis.

Pub Date 23 Aug 61

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Civil Rights, Colleges, Court Litigation, Enrollment, Graduate Study, Negroes, Public Education, *School Integration, *School Segregation, Southern Attitudes, Southern Schools, Southern States, State Legislation, Tables (Data)

Identifiers—Arkansas, Little Rock

The 1961 Federal government report "summarizes the historical origins of segregation as well as the major developments in the progress of desegregation of public education." For more up-to-date information on this report, see UD 008112. (NH)

ED 026 449 VT 000 017

Padham, Elwood

Industrial Arts and Technology in Maine, A Study of American Industry. A Guide for Secondary Schools in Maine.

Maine State Dept. of Education, Augusta. Bureau of Vocational Education.

Pub Date 65

Note—361p.

EDRS Price MF-\$1.50 HC-\$18.15

Descriptors—Bibliographies, Curriculum Planning, Educational Equipment, Educational Objectives, *Industrial Arts, *Secondary Grades, *State Curriculum Guides

Identifiers—Maine

This state curriculum guide is for use by industrial arts personnel in grades seven through 12. It was developed by 15 area groups and two summer workshops in a series of steps including proposed outlines, discussion meetings, content and method listings for each grade, and teaching unit development. The contents are organized by grades under these headings: (1) Manufacturing Industries Grades 7, 8, and 9, (2) Manufacturing and Construction Industries Grade 10, (3) Power and Transportation Industries Grade 12. Each section gives general and specific objectives, suggested activities, teacher's approach, and resource materials. Time allotment varies from 2 hours per week in grade 7 to 7 hours per week in grades 11 and 12. The content is designed to expose the average pupil to a wide variety of materials, tools, processes, products, and occupations of modern industry. Supplementary materials include a Suggested Tool and Equipment List for Typical Junior and Senior High School General Shops. (EM)

ED 026 450 VT 000 836

Elliott, Jo Eleanor

Toward More Effective Teaching in WCHEN Schools: The Report of a Course in New Teaching Techniques for Nurse Faculty.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Div. of Nursing.

Pub Date Oct 64

Grant—NTST 640

Note—103p.

EDRS Price MF-\$0.50 HC-\$5.25

Descriptors—Abstracts, *Annotated Bibliographies, *Health Occupations Education, Independent Study, Instructional Media, *Instructional Technology, Multimedia Instruction, *Nursing, Professional Education, Programed Instruction, *Teaching Methods, Team Teaching, Televised Instruction

Forty-five abstracts represent projects prepared by faculty personnel from Western Council on Higher Education for Nursing (WCHEN) member schools who were participants in a short-term course, "Improving Instruction Through the Use of Selected Tools and Techniques." Programed instruction projects involve various clinical areas and deal with such subjects as arithmetic for nurses, interpersonal relationships, asepsis, intramuscular injection, traction, student counseling, physiology of the endocrine system,

and allergy and hypersensitivity. Television teaching projects deal with basic public health statistics, medications, and leadership development. Some independent study project subjects are school nursing, lesson planning, teaching the history of nursing, structured and semi-structured method, psychiatric and public health nursing problems, and principles of administration, supervision, and team management. Team teaching projects deal with such subjects as transition from hospital to home, nursing care in diabetes, and fluid and electrolyte imbalance. (JK)

ED 026 451 VT 001 412

Mezoff, Maurice W.

Neighborhood Manpower Programs. Manpower Training Series.

New York Univ., N.Y. Center for the Study of Unemployed Youth.

Spons Agency—Office of Juvenile Delinquency and Youth Development (DHEW), Washington, D.C.

Pub Date 67

Note—65p.

Available from—Center for the Study of Unemployed Youth, Graduate School of Social Work, New York University, 853 Broadway, New York, New York 10003 (\$1.00).

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—Community Agencies (Public), Community Cooperation, Community Programs, Community Support, Disadvantaged Groups, *Federal Programs, Job Placement, *Manpower Development, *Manpower Needs, *Neighborhood Centers, Neighborhood Integration, Poverty Programs, Program Planning, Vocational Adjustment, *Vocational Education, Work Experience

Identifiers—Job Corps, New Careers Program, Vocational Rehabilitation Services, Youth Opportunity Centers

In order to assist both volunteers and staff at all levels in planning and operating manpower services in neighborhoods, an attempt has been made to place "neighborhood method" in its proper context as a part of a comprehensive manpower program, and to provide guidelines for integrating manpower activities into a total neighborhood service approach. The preparation of the monograph was preceded by visits to a number of communities in the northeast region of the country that had operating manpower programs in neighborhoods. A number of experts were interviewed and a variety of reports and evaluations of programs were reviewed. Consequently, the monograph represents the findings and experience of a number of groups and individuals. It was concluded that the neighborhood centers appear as a feasible and effective instrument for the first contact in delivering needed manpower services. (CH)

ED 026 452 VT 001 503

Project '80: Rural Michigan Now and in 1980.

Economic Prospects of Farmers. Research Report 47, Farm Science.

Michigan State Univ., East Lansing. Agricultural Experimental Station.

Pub Date 66

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Agricultural Occupations, Agricultural Production, *Agricultural Trends, Comparative Analysis, Economic Factors, *Educational Needs, *Employment Opportunities, *Employment Projections, *Farmers, Income, Land Use

Identifiers—*Michigan, Project 80

To estimate the magnitude of changes in agriculture, past agricultural trends in Michigan were summarized and projected to the year 1980. Some major trends in the 1950's were: (1) The number of farms and cropland harvested declined at about the same rate as for the United States, (2) Total units of livestock showed a sharp decline, (3) The size of Michigan farms increased at a rate less than the national average, and (4) Michigan farmers have a high comparative advantage working off-the-farm at higher than average factory rates instead of spending full time on a small farm. Some 1980 projections are: (1) continued reduction in land in farms, (2) continued reduction in number of farmers, (3) a sharp reduction in the number of farms, (4) further specialization of farms, (5) markedly greater capital and credit needs per farm, (6) far less total labor needs in agriculture, (7) higher

managerial requirements needed to successfully operate the larger farm business, and (8) greater need for education for both those remaining in agriculture and those moving out. (DM)

ED 026 453 VT 001 532
Accreditation in Dental Hygiene.

American Dental Association, Chicago, Ill.; National Commission on Accrediting, Washington, D.C.

Pub Date Mar 64
Note—2p.

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—*Accreditation (Institutions), *Dental Associations, *Dental Hygienists, *Health Occupations Education, Policy, Professional Education, *Standards

Identifiers—American Dental Association, American Dental Hygienists Association, Council on Dental Education

The Council on Dental Education cooperates with the American Dental Hygienists' Association in developing educational requirements for schools of dental hygiene. To be eligible for accreditation, schools must operate on a non-profit basis. A school applying for accreditation completes a previsit questionnaire concerning its program. The visiting team includes two members of the Council of consultants to the Council; one Council staff member; and observers who may include a representative from the state examining board, a representative of the American Dental Hygienists' Association, and a generalist representing the regional accrediting association upon invitation of the school. The visit averages one and one-half days during which time the team meets with the program director, faculty members, and students; audits classes; visits clinical facilities; and studies files, course outlines, class schedules, teaching plans, and student laboratory experience. Reports and recommendations of the team are acted upon by the Council which grants accreditation, provisional accreditation, or no accreditation. (JK)

ED 026 454 VT 001 818

Gilbert, Ardyce Lucile

Clinical Evaluation of Predictive Data for Prospective Home Economics Teachers.

Iowa State Univ. of Science and Technology, Ames.

Pub Date 66

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—Educational Planning, Effective Teaching, Evaluation Criteria, *Home Economics Education, *Home Economics Teachers, Longitudinal Studies, *Predictive Measurement, Rating Scales, *Success Factors, Teacher Characteristics, Teacher Education, Teacher Evaluation

This investigation, part of a longitudinal study of homemaking teacher effectiveness, was designed to explore the usefulness of clinical judgments to predict teacher success. Clinical judgment is defined as involving the ability to make sound decisions after gathering and evaluating all the pertinent evidence, weighing possible alternatives in terms of past experience or normative probabilities, and arriving at problem solutions which reflect basic science orientations. The plan worked to determine the reliability of the judge's estimates and to correlate their estimates and the composite success scores. Ten judges, including clinical psychologists, guidance counselors, and home economic teacher educators each analyzed 16 randomly assigned cases, providing two evaluations per case. Statistical analysis revealed significant differences among judges, subjects, and measures, and that correlation of judges' estimates and composite success scores was not feasible. All types of predictive data were considered useful as they were referred to in the judges' evaluation. The appendix contains interpretations of test scores and samples of the judges' rating sheet. (FP)

ED 026 455 08 VT 001 961

Practical Electronics. Technical Instruction Manual.

Systems Operation Support, Inc., King of Prussia, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-5-1332

Pub Date Sep 66

Grant—OEG-1-6-000242-0618

Note—237p.

EDRS Price MF-\$1.00 HC-\$11.95

Descriptors—*Electrical Occupations, *Electronics, Equipment Maintenance, High Schools, *Programed Texts, Sequential Approach, *Trade and Industrial Education

This student instruction manual was developed as a part of "A Study of The Effectiveness of a Military-Type Computer-Based Instructional System When Used in Civilian High School Courses in Electronics and Auto Mechanics." (VT 006 916). The material emphasizes a troubleshooting strategy for repair of equipment based upon a logical and systematic gathering of symptoms, analysis of these, knowledges of pyramidal structure of the equipment design, coupled with a strategy for isolation of the malfunction by levels from major subsystem to section to component, removal and replacement or direct repair of the component, and finally, an operational check to determine that the equipment is performing satisfactorily. The manual includes materials sufficient to train a person with aptitude but no previous electronics training to a level of an outside repairman, and is designed to encompass 12 to 16 weeks depending upon the ages, intelligence, and cultural background of the student. A portable television set is used as the vehicle for the instruction. Workbooks for students and course guides for the instructor are also available. (HC)

ED 026 456 VT 002 505

Schnitzer, Martin

Economic Policies and Practices. Programs for Relocating Workers Used by Governments of Selected Countries. Paper-8.

Congress of the U.S., Washington, D.C. Joint Economic Committee.

Pub Date 66

Note—85p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Y4.EC7:EC7/14Paper 8, \$0.25).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Depressed Areas (Geographic), Employment Opportunities, Employment Problems, Employment Programs, *Financial Support, Foreign Countries, Labor Market, Mobility, National Programs, Program Administration, *Program Descriptions, Program Evaluation, *Relocation, *Unemployed

Identifiers—Belgium, Canada, Denmark, European Coal and Steel Community, France, Holland, Norway, Sweden, United Kingdom, United States, West Germany

Government relocation assistance programs, designed to move unemployed workers from areas where suitable employment opportunities do not exist to areas where jobs are available, were examined in detail for Sweden, the United Kingdom, France, Canada, and the United States and briefly for Norway, Denmark, Holland, Belgium, West Germany, and the European Coal and Steel Community. Data were derived from interviews with labor market authorities in each country. Generally, relocation assistance in each country covered the cost of transportation from the home area to the new place of employment, the cost of the removal of personal possessions, and a starting or settling-in allowance. Major deterrents to mobility included: (1) lack of adequate housing in areas with employment opportunities, (2) reluctance to leave the home area and (3) lack of knowledge of the availability of relocation assistance. Efforts to bring jobs to depressed areas through inducements to industry should be supplemented with efforts to move the unemployed, or underemployed worker to areas where employment is available. Nineteen tables are included. (ET)

ED 026 457 VT 002 880

Goldstein, Harold Sverdlhoff, Sol

Methods of Long-Term Projection of Requirements for and Supply of Qualified Manpower. Statistical Reports and Studies.

Bureau of Labor Statistics (Dept. of Labor), Washington, D.C.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 67

Note—46p.

Available from—UNESCO Publications Center, 317 East 34th Street, New York, New York 10016 (\$1.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, Developed Nations, Economic Factors, Employment Level, *Employment Projections, Employment Trends, Labor Force, *Labor Market, *Labor Supply, *Manpower Needs, *Methodology, Occupational Surveys, Research Needs

A description of methods of making appropriate projections of manpower requirements and supply in an advanced economy in which a substantial part of economic life is not centrally planned, is the special focus of this paper. Some elements of the methods described are equally relevant to sectors of the economy which are planned, but absence of a central plan for some major sectors makes it necessary to use special techniques of projections for these sectors. The projections of supply are written in the context of 'freedom of choice' of individuals in entering training or fields of work. The first major section deals with projections of requirements, including three common methods: surveys of employers' forecasts, simple extrapolation of historical trends in employment and analytical methods. The appropriateness of each technique for different purposes and circumstances and the drawbacks of each are discussed. The second section details the methods of projecting labor supply in specific occupations and methods of projecting total labor supply. Relevant illustrations are employed here. A final section discusses the process of comparing projected demand to projected supply. A 40 item bibliography is included. (ET)

ED 026 458 08 VT 003 400

Institute for Home Economics Teachers on Initiating, Developing, and Evaluating Programs at the Post High School Level to Prepare Food Service Supervisors and Assistants to Directors of Child Care Services: Volume I: A Post High School Program in Home Economics (May 1, 1966-June 30, 1967). Final Report.

Georgia Univ., Athens. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR 6-2258

Pub Date 67

Grant—OEG-2-6-062258-9725

Note—148p.

EDRS Price MF-\$0.75 HC-\$7.50

Descriptors—Bibliographies, Curriculum, *Curriculum Development, Educational Facilities, *Educational Programs, *Food Service Occupations, Food Service Workers, Foods Instruction, Instructional Materials, Nutrition, *Occupational Home Economics, Occupational Information, *Post Secondary Education, Program Planning, Skill Analysis, Teaching Methods

The institute was designed to provide information and develop some ability in initiating, developing, and evaluating programs for training workers as food service supervisors in post-high school level programs. Organizational details, student and faculty qualifications, a job description and analysis of the food service supervisor occupation are included in the document. A curriculum designed to prepare individuals for employment in the food service areas in hospitals, homes for the aged, homes for children, hotels, restaurants, schools and industrial cafeterias and other similar operations as food service supervisors and/or managers, lists necessary course work at the junior colleges and area vocational-technical schools. Instructional materials are designed to develop concepts of: (1) supervision of a food service department, (2) nutrition, diets, and menu planning, (3) food purchasing, storage, and handling, (4) food preparation and service, (5) sanitation, safety, and care of facilities, and (6) equipment, records, and reports. They are presented in tabular form, specifying content, experiences, evaluation, and resources. The appendix contains survey and job analysis forms, specifications for facilities and equipment, an equipment list, and a bibliography. Related materials are available as vt 007 882. (FP)

ED 026 459 VT 003 601

Berman, Abraham J. Dorfman, Sheldon

The New York State Department of Labor's Manpower Projections for the State and Its Areas: A Preliminary Report on Methodology. Special Labor News Memorandum 111.

New York State Dept. of Labor, Albany. Research and Statistics Office.

Pub Date 8 Feb 67

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Comparative Analysis, Employment Opportunities, *Employment Projections, Employment Statistics, *Industry, Labor Force, *Manpower Utilization, *Occupational Clusters, Occupational Information, Occupational Surveys, *Research Methodology, Statistical Analysis, Statistical Data Identifiers—*New York

Projections of the number of jobs in 1970 and 1975, by occupation and industry, for New York State and its 11 major industrial areas are being developed through techniques described in this publication. The five major steps are: (1) to establish the number in the labor force by age and sex, (2) to establish the number of nonfarm and salary jobs by industry, (3) to establish the total number of jobs by industry, (4) to reconcile conceptual differences, and (5) to construct a matrix of the total number of jobs by occupation and industry division so that the industry totals correspond to the previously estimated figures. In the effort to fit the data from various sources together, it is necessary to find and add data to fill the gaps. Previous estimates have been off to some extent in absolute dimension but they have indicated the direction of change in various occupational fields and illuminated the problems of manpower. Tables in the document present New York 1960 data concerning the census population and labor force, total jobs by class of worker, reconciliation of the work force and labor force, census employment by occupational group and industry division, and adjustment of labor force participation rates to an annual basis. (DM)

ED 026 460 VT 003 641

Schmidt, Mildred S.
Factors Affecting the Establishment of Associate Degree Programs in Nursing in Community Junior Colleges. League Exchange No. 77.
National League for Nursing, New York, N.Y.
Pub Date 66
Note—136p.

Available from—National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$1.75).

EDRS Price MF-\$0.75 HC-\$6.90

Descriptors—Clinical Experience, Community Colleges, Educational Trends, Enrollment, Enrollment Influences, Faculty Recruitment, Federal Aid, *Health Occupations Education, *Junior Colleges, *National Surveys, *Nursing, Physical Facilities, Program Costs, *Program Development, Questionnaires

As of October 1963, there were 102 associate degree programs in nursing, 82 of them in 2-year institutions. These 82 represented only 3 percent of the 704 junior colleges listed in the 1963 Junior College Directory. Surveys were conducted to discover the factors that led to or inhibited establishment of nursing programs. The volume of full-time enrollment is the characteristic that most influences the college's interest. The comparatively high cost of nursing programs, difficulty in providing the necessary physical facilities within the college, and inadequacy of clinical facilities are factors which deter program development. Finding a qualified nurse administrator was also a crucial factor for administrators who had faced the problem. Some recommendations were: (1) eliminating nursing programs in junior colleges in which total enrollments are under 500 and forecasts indicate only limited increases, (2) educating controlling boards to the need for a preplanning period for the nurse administrator prior to admission of students, (3) alerting junior colleges to availability of federal funds under the Nurse Training Act of 1964, and (4) establishing nursing programs only when sufficient qualified faculty are obtainable. Appendices include questionnaires and survey data. This Ed.D. thesis was submitted to Columbia University. (JK)

ED 026 461 VT 003 810

Lowe, James L.
The Northwest Missouri State College Studies; Volume XXVII, Number 3, Educational and Occupational Aspirations of High School Seniors, Part I.

Northwest Missouri State Coll., Maryville.

Pub Date 1 Aug 63

Note—56p.

Available from—Library, Northwest Missouri State College, Maryville, Missouri 64468 (\$0.50)

Journal Cit—Northwest Missouri State College Bulletin; v57 n12 Aug 1963

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—*Academic Aspiration, Achievement, Family Influence, *High School Students, *Occupational Aspiration, Parent Attitudes, *Parent Influence, *Seniors, Socioeconomic Influences

Identifiers—Trenton Missouri High School

The purpose of this study was to explore a social-psychological aspect of mobility-levels of aspiration. The investigation centered on the relationship between aspirations of high school seniors and the social status of their parents, the extent to which children remain in the same social status as their parents and to what extent they rise or fall in status. Answers were sought by the following questions: What are the levels of aspiration of adolescents located at different status levels? How are attitudes and values of parents and the children related? What relationships exist between aspirations and achievements? The subjects of the study were 98 seniors of Trenton High School class of 1956 and their parents. The 1960 seniors were also included but not their parents. Data were collected from school records, yearbooks, school papers, and interviews. The findings revealed evidence of upward social mobility and contain implications for use by educational and vocational guidance counselors. A related document is VT 003 811. (CH)

ED 026 462 VT 003 811

Lowe, James L.
The Northwest Missouri State College Studies. Volume XXVII, Number 4; Educational and Occupational Aspirations of High School Seniors, Part II.

Northwest Missouri State Coll., Maryville.

Pub Date 1 Nov 63

Note—104p.

Available from—Library, Northwest Missouri State College, Maryville, Missouri 64468 (\$0.50)

Journal Cit—Northwest Missouri State College Bulletin; v57 n12 Nov 1963.

EDRS Price MF-\$0.50 HC-\$5.30

Descriptors—*Academic Aspiration, Family Influence, *High School Students, *Occupational Aspiration, Occupational Choice, *Seniors, Socioeconomic Background, *Socioeconomic Influences, Student Attitudes, Vocational Followup

Identifiers—Trenton Missouri High School

The purpose of this study was to explore some facets of the levels of educational aspirations of high school seniors in Trenton, Missouri as part of a larger study. The emphasis was on the following hypotheses: (1) The proportion of high school seniors aspiring to attend college increases as the socioeconomic status of their parents goes up, (2) High school seniors at lower socioeconomic levels will be more undecided as to their educational aspirations and expectations than those at higher socioeconomic levels, and (3) The difference between educational aspirations and expectations of high school seniors is greater in the lower socioeconomic levels. The subjects were 98 seniors of the 1955-56 school year and their parents. Four years later the seniors of the 1960 class were also included in the study. Only one item was used in stratifying the subjects—occupation. Data were collected from school records, yearbooks, school papers, and questionnaires. Within the context of occupational stratification system, the study indicated a movement toward a more open society. Part I is available as VT 003 810. (CH)

ED 026 463 VT 004 485

Bachman, Jerald G., and Others
Youth in Transition. Volume I, Blueprint for a Longitudinal Study of Adolescent Boys.

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67

Note—274p.

Available from—Institute for Social Research, The University of Michigan, 426 Thompson Street, Ann Arbor, Michigan 48106 (\$3.50).

EDRS Price MF-\$1.25 HC-\$13.80

Descriptors—*Adolescents, Environmental Research, Grade 10, Institutional Research, Interaction Process Analysis, *Longitudinal Studies, Males, Measurement Instruments, *National Surveys, Personality Studies, Questionnaires, Research Design, *Research Methodology

This first volume of a planned series summarizes the first 2 years of a 6 year longitudinal study of about 2,200 tenth grade boys in public schools. The broad purposes were to study the student and his changes, plans, and behavior. "Conceptual Framework and Purposes" presents a conceptual framework that views the major criterion areas of growth and change as determined by personal characteristics, characteristics of environments, and person-environmental interaction. "Research Design" gives the design and general procedures. "Measurement Content" presents a complete list of dimensions, measurement procedures and relevant reliability and validity information. "Analysis Design" discusses broad strategies. "Major Themes of Analysis" describes in detail major substantive interests for later study including schools as organizations. "Epilogue" describes the sample schools and boys. There are no findings presented, rather a description of the total plan for the study is given. The appendix includes several questionnaires and measurement instruments. (EM)

ED 026 464 VT 004 685

Kaufman, Jacob J., and Others
The Development and Utilization of Human Resources; A Guide for Research.

Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 67

Note—91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—Human Capital, *Human Resources, Labor Market, Labor Supply, *Manpower Development, Manpower Needs, Manpower Utilization, Occupational Mobility, *Research Needs, *Research Problems, Vocational Education

These guidelines give specific suggestions as to where research resources might be employed to yield greatest returns in terms of usefulness for the formulation and implementation of public policies with respect to the development, allocation, and utilization of human knowledge and skills in our rapidly changing economy. Longitudinal studies are suggested to determine more precisely the kinds of economic, psychological, and sociological problems encountered by the disadvantaged over time, the reasons for their existence, and the most promising policy approach to mitigate and deal with these problems. Eight seminars were conducted for the development of this research guide and related subjects, and the results of these discussions and analysis are included. As a result of their work, four major subject-matter areas were suggested, namely, Human Resources Investment, Supply, Demand, and Market and Mobility. Each of these areas is broken down into specific research topics with an indication of priority, and covering a wide range of material related to economic and non-economic factors. (FP)

ED 026 465 VT 004 706

Operation Decision: Community Planning for Nursing in the West.

National League for Nursing, New York, N.Y.

Pub Date Jan 67

Note—54p. Annual Conference of the Western Region Council of State Leagues for Nursing (Nevada, Jan. 16-18, 1967).

Available from—National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$2.00).

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—Community Action, Community Development, *Community Planning, *Conference Reports, Educational Change, Health Occupations Education, Health Services, *Nursing, Professional Education, Regional Planning

Identifiers—Operation Decision, *Western Regional Council State Leagues of Nursing

Two hundred and thirty-nine individual and agency members of the Western Region Council of State Leagues for Nursing and representatives of health-related groups in the West, national health-related groups, and federal government agencies attended the Conference which was planned to provide a process experience which could be a guide to action in the local or state setting and an opportunity for representatives of interest groups, including government representatives, to work together on actual problems. Ab-

tracts from a speech by Arthur S. Fleming are included and "Decision Before Action" by Lulu Wolf Hassenplug is presented in entirety. Participants met as regional and state teams and as special interest groups. State team and special interest group recommendations are included and conference participants are listed. (JK)

ED 026 466 VT 004 845

Mental Health and Manpower Employment Adjustment for Psychiatric Patients, MDTA Experimental and Demonstration Findings.
Colorado State Univ., Ft. Collins; Fort Logan Mental Health Center, Denver, Colo.

Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date Jan 68

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Employment, Employment Patterns, *Experimental Programs, Job Placement, Job Tenure, On the Job Training, *Vocational Adjustment, *Vocational Counseling, Vocational Development, Vocational Education, *Vocational Rehabilitation

Identifiers—Manpower Development and Training Act Programs, MDTA Programs

Work as therapy is increasingly suggested as a means of helping the patient to develop and maintain stronger bonds with the community. The goal of a 44-month project, of which the initial 20-month period is reported, is to develop manpower programming knowledge to meet the vocational development needs of mental patients and to evaluate the manpower potential of this labor pool. The project provided vocational counselors to participate on several of Fort Logan's eight psychiatric teams which served 800 patients, of whom only a small percentage were under 24-hour care. During this initial period, 479 patients were served in some way by the project and 236 were placed on training or on jobs. It was concluded that a reasonable proportion of persons treated for major mental illnesses can return to work, some in spite of immense residual emotional handicaps, and it was estimated that 90 percent could benefit from vocational counseling and rehabilitation services. Integration of the vocational counselor on the therapeutic team increases the counselor's sensitivity to the patient's therapeutic needs and the hospital's sensitivity to his vocational needs. Personal and honest communication with employers is recommended. (JK)

ED 026 467 VT 004 864

The Structure of Technical Training Administration in the United States.

Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.

Pub Date 66

Note—39p.; Paper presented at Pan Indian Conference on Technical Education and Training (Perth, 1966).

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—*Apprenticeships, Educational Trends, Enrollment, Federal Aid, Federal Laws, *On the Job Training, *Program Descriptions, *Technical Education, *Vocational Education

Several factors, including decentralized organization and local autonomy, have resulted in the United States having 27 different training and education programs to meet national needs and functions of the central government; however, the public schools are the chief source of such formal job training. Vocational education is an integrated part of state and local programs but has been partially financed federally since the enactment of the Smith-Hughes Act of 1917. The states each must submit a state plan to the U.S. Commissioner of Education outlining their vocational education programs. Apprenticeship programs are operated voluntarily by firms or trade unions in cooperation with the U.S. Bureau of Apprenticeship and Training. A wide variety of on-the-job training is available through many types of employers and is generally considered the most effective type of company training. Technical education is often offered at post-secondary technical institutes or junior colleges. Some of these schools date back over 100 years and many are proprietary in nature. Since 1960, training has come to be viewed as means of overcoming social and economic problems and is used to encourage economic development. Various legislation is discussed and national enrollment data are presented in tabular form. (EM)

ED 026 468 VT 004 947

Vocational Training for Industry in the Northern Plains.

Northern Natural Gas Co., Omaha, Nebr. Dept. of Area Development.

Pub Date 65

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—Adult Vocational Education, Construction Industry, Educational Needs, Educational Programs, *Educational Resources, *Educational Supply, Employment Opportunities, Employment Trends, Manufacturing Industry, *Post Secondary Education, Questionnaires, *School Surveys, Trade and Industrial Education, *Vocational Education

Identifiers—Northern Plains States

This study of the Northern Plains States (Iowa, Minnesota, Nebraska, North Dakota, South Dakota, Wisconsin) post secondary educational facilities for training craftsmen and operatives for manufacturing and related industries was conducted by means of a questionnaire survey. For each occupation in which training was offered, schools were requested to give data such as enrollment, completions, wage rates, and migration for the years 1959-1964. U.S. Department of Labor and 1960 census data were used to estimate the 1961 growth and replacement demand for each craftsman and operative occupation and this was compared with average annual training output for 1960-1963 as determined by the questionnaire. Analysis showed that in the early 1960's less than half the demand for the occupations was met by regional vocational education resources. The training is concentrated in a narrow range of traditional skills and is only partly responsive to actual needs. The rate at which new courses have been added since 1960 is negligible. The per capita expenditure on all vocational education in the Northern Plains States is slightly above the United States average while expenditures per student enrolled in trade and industry training programs is 25 percent below the national average. (HC)

ED 026 469 VT 004 972

Statistics in Vocational Rehabilitation.

Vocational Rehabilitation Administration (DHEW), Washington, D.C. Div. of Statistics and Studies.

Pub Date 67

Note—90p.; Proceedings of a Seminar on the Use of Statistics in State Vocational Rehabilitation Agencies, San Francisco State College (November 28-30, 1966).

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—*Conference Reports, Data Analysis, Data Collection, Data Processing, *Management Education, Seminars, *State Agencies, Statistical Analysis, *Statistics, Tables (Data), *Vocational Rehabilitation

Identifiers—*Seminar on Statistics in State Vocational Rehabil

This seminar was designed for State Vocational Rehabilitation agency managers, who are not professional statisticians, to provide them with an awareness of some of the more easily constructed and useful tabulations of agency data. The 3-day seminar included 39 participants from seven states, Guam, and The Vocational Rehabilitation Administration. The intense and concerted emphasis on cost effectiveness and cost benefits analysis makes it necessary for the state to build a competent statistical system to provide meaningful data for the determination of content through proper reporting and collection techniques, analysis, dissemination, application, and follow-through. Some of the statistical reports discussed during the seminar include the referral caseload, the active case load, length of time to close cases, historical caseload relationships, acceptance rates by source of referral, and rehabilitation rates by source of referral. Discussion effectively revealed many of the strengths and weaknesses in program operations, and provided a means for measuring the effectiveness of agency policy, program development, and training needs. (HC)

ED 026 470 VT 005 020

Target: Employment.

Chamber of Commerce of the United States, Washington, D.C.

Pub Date Mar 64

Note—103p.

EDRS Price MF-\$0.50 HC-\$5.25

Descriptors—Annotated Bibliographies, Business, Community Action, *Community Organizations, *Community Programs, Directories, Employment Problems, *Employment Programs, *Program Descriptions

Identifiers—Chamber of Commerce

This booklet provides representative examples of approaches that 36 Chambers of Commerce across the nation have taken to problems of employment in their locales. Their experiences have been selected to illustrate the various means used by businessmen to work cooperatively with others toward the solution of local problems related to school, training, and employment. For each example, one page describes the problem, the solution, and the followup action taken by local chambers. Extra pages explain several of them more fully, and names, addresses, and telephone numbers show where to acquire additional information. Included are descriptions of local Chambers working with education officials, guidance counselors, school students, school dropouts, young and adult unemployed, employed workers, and employers. (ET)

ED 026 471 VT 005 213

Criteria for the Evaluation of Educational Programs in Nursing Leading to an Associate Degree. Revised Edition.

National League for Nursing, New York, N.Y. Dept. of Associate Degree Programs.

Pub Date 67

Note—18p.

Available from—National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$7.55)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Accreditation (Institutions), Administrative Organization, Associate Degrees, Curriculum, Educational Facilities, *Evaluation Criteria, Faculty, *Nursing, *Professional Associations, Program Development, Program Evaluation, *Standards, Students

Identifiers—National League for Nursing, NLN

The document is intended as (1) as informative device for college faculty and administrative officers who plan to conduct or are conducting associate degree programs in nursing, (2) a guide for the faculty in self-evaluation and program improvement, and (3) an evaluation tool for the Board of Review for Associate Degree Programs in the accreditation process. Criteria are presented in connection with each of the following topics: philosophy and purposes, organization and administration, faculty, students, resources and facilities, curriculum development and program of instruction, and evaluation. (JK)

ED 026 472 VT 005 218

Kreps, Juanita M. Laws, Ralph. Training and Retraining Older Workers, An Annotated Bibliography.

National Council on the Aging, Inc., New York, N.Y.

Pub Date 65

Note—30p.

Available from—National Council on the Aging, 315 Park Avenue South, New York, New York 10010 (\$1.25).

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Adult Vocational Education, *Annotated Bibliographies, *Educational Needs, Educational Opportunities, Educational Programs, Job Training, Middle Aged, *Older Adults, *Retraining

The need for economy-wide measures designed to retrain workers of all ages resulted in development of this annotated bibliography which is primarily restricted to articles discussing the retraining of older workers. The 123 documents annotated represent the years 1943 through 1964 and are organized under headings of general references and government. (DM)

ED 026 473 VT 005 253

Horowitz, William

Vocational Education in Connecticut, 1966-67. Descriptive Report of Program Activities for Fiscal Year Ending June 30, 1967. Bulletin No. 103.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date 67

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—Adult Vocational Education, *Annual Reports, Area Vocational Schools, Dia-

tributive Education, Educational Legislation, Health Occupations Education, Occupational Home Economics, Office Occupations Education, *Program Descriptions, *Program Development, Program Evaluation, Secondary Education, Special Education, State Programs, Technical Education, Trade and Industrial Education, Vocational Agriculture, *Vocational Education

Identifiers—Connecticut

Daytime programs recorded 42,008 students, and evening programs 29,217 students enrolled in areas of agriculture, distributive education, health occupations, home economics, office and business, technical education, and trade and industrial education. Fourteen state-operated regional vocational-technical schools, four regional technical institutes, 14 regional vocational agriculture centers, and local school districts in 93 towns were involved. New programs for high school students and adults were started to upgrade skills and to provide basic education. Work-study programs were emphasized and special attention was focused upon improving programs for individuals with special needs. State technical institutes and community colleges continued to expand. The report summarizes the year's activities by program fields in relation to the extent to which objectives were achieved for expanding and improving education for high school students, post high school students, persons already in the labor market, and persons with special needs. Also included are discussions of state activities in strengthening programs, related legislation, activities with other agencies, outstanding strengths and weaknesses of the state program, and youth organizational activities. (JK)

ED 026 474

VT 005 254

Simpson, Elizabeth, Ed. Manning, Doris, Ed. Recommendations from the White House Conference on Children and Youth for Home Economics Teachers on the Family Today. Part 2.

National Education Association, Washington, D.C. Dept. of Home Economics.

Pub Date 61

Note—34p.

Available from—Department of Home Economics, National Education Association, 1201 Sixteenth Street, N.W. Washington, D.C. 20036 (\$0.50).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Democratic Values, Family (Sociological Unit), Family Environment, Family Life Education, *Family Problems, Family Projects, *Family Relationship, *Family Role, *Home Economics Education, Leisure Time, *Parent Child Relationship, Parent Education, Social Attitudes

Many of the recommendations of the 1960 White House Conference on Children and Youth have implications for home economics education and 14 of these recommendations form the basis for this publication, and for Part I, available as VT 005 255. Part II contains four articles on problems of families which affect their school-age members. Each chapter begins with a presentation of one of several recommendations made at the White House Conference to solve these problems. A brief discussion of related materials drawn primarily from survey and reference papers prepared for the conference participants follows. Finally, suggestions are given for implementing the recommendations in the home economics programs. Chapters cover: (1) Family Life and Leisure Activities, (2) Teaching Values Through Family Recreation, considering the need for values as well as the evaluation and planning of family recreation, (3) Family Guideposts to Social Behavior, describing establishments and activities of parent education programs, and (4) The Family and Citizenship Education discusses the role of the home, community, and home economics teacher. This document contains a list of references. (FP)

ED 026 475

VT 005 255

Simpson, Elizabeth, Ed. Manning, Doris, Ed. Recommendations from the White House Conference on Children and Youth for Home Economics Teachers on the Family Today. Part I.

National Education Association, Washington, D.C. Dept. of Home Economics.

Pub Date 61

Note—30p.

Available from—Department of Home Economics, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.75).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Adolescents, Child Development, Family (Sociological Unit), Family Environment, *Family Life Education, Family Mobility, *Family Problems, *Family Relationship, *Family Role, *Home Economics Education, Nutrition, Parent Child Relationship

Many of the recommendations of the 1960 White House Conference on Children and Youth have implications for home economics education, and 14 relevant recommendations form the basis for this publication and for Part II, available as VT 005 254. This document, Part I, contains four articles on family problems which affect school-age members. Each chapter begins with a presentation of one or several recommendations made at the White House Conference to solve these problems. A brief discussion follows of related material drawn primarily from survey and reference papers prepared for the conference. Finally, suggestions are given for implementing the recommendations in the home economics program. The Role of the Family Today, described in Chapter I, considers the family as society's basic unit, contemporary family problems and the role of home economics in solving problems. Chapter 2 emphasizes the need for and implementation of family life education. Family communication, understanding, values, and masculine and feminine roles, among other topics, are considered. Other chapters deal with the effects of mobility and family nutritional problems. The document contains list of teacher aids. (FP)

ED 026 476

VT 005 478

Cohen, Sanford, Ed. Manpower in Economic and Social Growth; Proceedings of International Manpower Seminar (6th, June 1-August 13, 1966).

Agency for International Development, Washington, D.C. Office of Labor Affairs.

Spons Agency—Manpower Administration (DOL), Washington, D.C. International Manpower Inst.

Pub Date 66

Note—254p.

EDRS Price MF-\$1.00 HC-\$12.80

Descriptors—Administrative Policy, Administrative Problems, Case Studies (Education), *Conference Reports, Developing Nations, *Economic Development, Economic Factors, *Educational Improvement, Educational Planning, Employment Problems, Foreign Countries, *Human Resources, Improvement Programs, *Manpower Development, Manpower Utilization, Socioeconomic Status, Vocational Education

Identifiers—International Manpower Institute

Summaries of 62 papers presented at the Sixth International Manpower Seminar are given. Four major topics were emphasized: (1) "Human Resources in Economic and Social Growth" dealt with basic concepts of human resources, natural resources, and economic resources, (2) "Manpower Planning and Allocation in Economic Development" covered principles, policies, and general guidelines in manpower planning and distribution, (3) "Population and Employment Policies and Measures" focused on population pressures, employment opportunities and policies, and improvement of individuals, and (4) "Manpower Strategy, Administration, and Institutions" developed alternative strategies in manpower development and utilization, administrative and institutional arrangements, education and training, manpower policy, and policymaking research. Twenty-one of the summaries report case studies of manpower experience in developing countries. Twenty-seven government executives and advisors from 18 countries attended, representing such fields as economics, manpower planning, education, and employment security. (EM)

ED 026 477

VT 005 968

Neal, Mary V. Disaster Nursing Preparation. Report of a Pilot Project Conducted in Four Schools of Nursing and One Hospital Nursing Service.

National League for Nursing, New York, N.Y.

Spons Agency—Office of Civil Defense (DOD), Washington, D.C.

Pub Date 63

Note—266p.

Available from—National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$3.00).

EDRS Price MF-\$1.00 HC-\$13.40

Descriptors—Achievement Tests, Bibliographies, Core Curriculum, Curriculum, *Health Occupations Education, *Nursing, Pilot Projects, *Professional Education, *Program Descriptions, Program Development, Program Effectiveness, Teacher Education

The project was designed to investigate and demonstrate the ways by which students of nursing and personnel in hospital nursing services can be prepared to cope with disaster problems as well as additional activities that impinge on medical practice. The demonstration projects were made possible through subcontracts with four institutions which indicated to the National League for Nursing their interest in developing disaster nursing content for their nursing programs. Essential content and suggested methods were identified by the Project Conference Group, and each institution provided for the preparation of its own faculty. The programs of Massachusetts General Hospital School of Nursing, University of Minnesota School of Nursing, Skidmore College Department of Nursing, Columbia University Teachers College Department of Nursing Education, and the nursing service of the Massachusetts General Hospital are described in detail. The National League for Nursing comprehensive achievement test in disaster nursing is explained and the results of its use in a study of students with and without disaster nursing instruction is reported. (JK)

ED 026 478

VT 005 997

Essentials of an Acceptable School for Medical Record Technicians.

American Association of Medical Record Librarians, Chicago, Ill.; American Medical Association, Chicago, Ill. Council on Medical Education.

Pub Date Dec 65

Note—4p.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Accreditation (Institutions), Administrative Organization, Clinical Experience, Curriculum, Educational Facilities, Faculty, *Health Occupations Education, *Medical Record Technicians, Policy, *Professional Associations, *Standards

Identifiers—AMA, American Medical Association, Association of Medical Record Librarians, Council on Medical Education

The Council on Medical Education of the American Medical Association in collaboration with the American Association of Medical Record Librarians establishes standards for medical record technician education, surveys and approves educational programs, and publishes lists of approved programs. The standards presented are intended as a guide for program development and relate to organization and administration, services and facilities, faculty, educational program, admission to the approved list of schools, and general information. Programs established in colleges or hospitals should be at least nine months in length and should provide for the acquisition of the following skills: (1) registration of patients, (2) numbering, filing, and preserving records, (3) assembling and analyzing records for completeness and accuracy, (4) collecting data for statistical purposes and preparing statistical reports, (5) maintaining and using indexes of patients, physicians, diseases and operations, (6) transcribing medical reports, (7) coding diseases and operations, (8) using information from records, (9) recording and reporting vital statistics, and (10) adapting secretarial skills to the work of the medical record technician. Lecture hours should total 195, laboratory 90, and directed practice 540. (JK)

ED 026 479

VT 005 999

Essentials of an Acceptable School for Certified Laboratory Assistants.

American Medical Association, Chicago, Ill. Council on Medical Education; American Society of Clinical Pathologists, Chicago, Ill.

Pub Date Dec 67

Note—2p.

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—*Accreditation (Institutions), Administrative Organization, Clinical Experience, Curriculum, Faculty, *Health Occupations Education, *Medical Laboratory Assistants, Policy, *Professional Associations, *Standards

Identifiers—AMA, American Medical Association, American Society of Clinical Pathologists, American Society of Medical Technologists

These guidelines outline administration, organization, faculty, admission prerequisites, curriculum, clinical material, ethics, student health and procedure for attaining approval. The course must be at least 12 months in duration and include a minimum of 100 hours of didactic instruction. An initial period should include orientation in (1) professional adjustments, (2) medical ethics, (3) medical terminology, (4) laboratory records, (5) basic anatomy and physiology, (6) laboratory equipment, (7) aseptic technique and methods of sterilization, (8) basic laboratory mathematics, (9) solution and media preparation, (10) basic elements of quality control, (11) histologic and cytologic specimens, (12) blood collecting techniques, and (13) basic hematology, serology, blood banking, and urinalysis. Basal Metabolism Rate and Electrocardiography are optional. Practice training of adequate kinds and amounts should be provided under competent supervision in accredited hospitals and laboratories. (JK)

ED 026 480 VT 006 000
Essentials of an Acceptable School of Cytotechnology.

American Medical Association, Chicago, Ill.
Council on Medical Education; American Society of Clinical Pathologists, Chicago, Ill.
Pub Date Dec 67

Note—2p.

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—*Accreditation (Institutions), Administrative Organization, Clinical Experience, Curriculum, Faculty, *Health Occupations Education, Policy, *Professional Associations, *Standards

Identifiers—AMA, American Medical Association, American Society of Clinical Pathologists, Council on Medical Education

Prepared by the Council on Education of the American Medical Association in cooperation with the American Society of Clinical Pathologists, the "essentials" are organized within the areas of administration, faculty and personnel, organization, prerequisites for admission, curriculum, ethics, student health, and procedure for admission to the list of approved schools. The program director should be a pathologist and the faculty should include at least one registered cytotechnologist. Enrollment should be at least two students per class but should not exceed two students to one member of the teaching staff. The school should be associated with a clinical facility which can furnish adequate experience for students. Prerequisites include two years of college with a minimum of 12 semester hours of science. The cytotechnology curriculum should be at least 1 year in length and should include historical background of cytology, application of cytology in clinical medicine, and use and limitations of cytology in screening and diagnosis of malignant and benign diseases. (JK)

ED 026 481 VT 006 218

Zaharevitz, Walter Marshall, Jane N.

Aviation—Where Career Opportunities are Bright, Counselor's Guide.

National Aerospace Education Council, Washington, D.C.

Pub Date 68

Note—121p.

Available from—National Aerospace Education Council, 616 Shoreham Building, 806 Fifteenth Street, N.W., Washington, D.C. 20005 (document \$3.00, record and filmstrip \$10.00).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Aerospace Industry, Career Opportunities, Employment Qualifications, Filmstrips, Occupational Guidance, *Occupational Information, *Occupations, *Resource Guides, Technical Education, Wages, Work Environment

Identifiers—*Aviation Industry

This aviation occupations guide is designed for use as a unit as well as in conjunction with an aviation careers package of material that contains a film strip and recording. Chapter One contains the script of the film strip, Aviation—Where Career Opportunities are Bright, and includes all photographs used in the film strip plus numerous amplifying statements. Chapters Two through Nine present information on occupational clusters within aviation: Aircraft Manufacturing Occupa-

tions, Career Pilots and Flight Engineers, Aviation Mechanics (Including Repairmen), Airline Careers, Airline Stewardesses or Stewards, Aviation Careers in Government, Airport Careers, and Aviation Education and Other Aviation Related Careers. Each chapter includes general information about an occupational cluster, specific jobs within that cluster, description of the nature of work, working conditions, wages and benefits, and identifies where the jobs are as well as the schools or sources of training. (CH)

ED 026 482 VT 006 295

Christmann, Phyllis Alice

Recognized Problems of Single Girls in Iowa Entering the Work World Following High School Graduation.

Iowa State Univ. of Science and Technology, Ames.

Pub Date 67

Note—100p.

EDRS Price MF-\$0.50 HC-\$5.10

Descriptors—*Adjustment Problems, Entry Workers, *Environmental Research, High School Graduates, *Home Economics Education, Masters Theses, Personal Adjustment, Questionnaires, Surveys, Vocational Adjustment, *Working Women

The purpose of the study was to identify the problems of single girls of Iowa on entering the world of work and to study the relationships between the kinds of problems and home town population, present residence, home economics education, living arrangements, and occupation. The 491 female participants indicated the degree of difficulty experienced on a one to nine rank scale. Six clusters of items found to be intercorrelated were: employment, clothing, social adjustment, money, food management, and food preparation. Results showed: (1) Girls living with parents considered parental acceptance of them as adults to be their greatest problem, and (2) Girls away from home reported budgeting, housing, housekeeping, and finding compatible roommates as problems. Interpersonal relationships on a social basis were of greater concern than those on the job. Nutrition created more difficulty than food preparation. Decision making about jobs created more difficulty than keeping jobs and getting along at work. As the population of the home town increased, problems in employment and food management decreased. As semesters of home economics completed increased, the problems in clothing and food preparation decreased. Clerical workers had the fewest problems with employment. Instruments, letters, statistics in graphic and tabular form and a reference list are included in this document. (FP)

ED 026 483 VT 006 296

Hunsicker, Norma Ann

Management Problems of Young Employed Homemakers.

Iowa State Univ. of Science and Technology, Ames.

Pub Date 67

Note—143p.

EDRS Price MF-\$0.75 HC-\$7.25

Descriptors—*Clerical Workers, Consumer Education, Educational Planning, Family Management, *Home Economics Education, *Home Management, Masters Theses, Money Management, Personal Adjustment, Questionnaires, Surveys, *Working Women

In order to gather information for curriculum decisions, 250 employed homemakers between 16 and 24 years of age were questioned about time and money management problems. Those surveyed had assumed the dual role for less than three years and had an average annual family income of \$6,000 to \$7,000. Very few had children. Most frequently indicated money problems included: (1) emergency funds, (2) anticipating future needs, and (3) staying within the budget. One-third experienced difficulty with purchasing decisions. Because of the nature of the sample the expected time management problems concerning time for the children, to continue the homemaker's education, and deciding what paid help to use, had not occurred. Participants reported little difficulty in finding time for routine household tasks and personal and family recreation and inadequate time for resting, ironing, seasonal home care, and clothing care. Educational implications of the findings are: (1) management instruction is needed at the secondary and post-secondary level, (2) existing pro-

grams should be evaluated to determine if they meet the needs of the dual role, and (3) learning experiences should include family adjustment, realistic-flexible spending plans, care and use of equipment, consumer education, and organization. The data in tabular form, a bibliography, letters, and the questionnaire are included in the document. (FP)

ED 026 484 VT 006 297

Shipley, Anna Frances

Analysis of Tasks in Three Home Related Occupations.

Iowa State Univ. of Science and Technology, Ames.

Pub Date 67

Note—102p.

EDRS Price MF-\$0.50 HC-\$5.20

Descriptors—Educational Planning, *Employer Attitudes, Employment Qualifications, Home Economics Skills, Homemaking Skills, *Job Skills, Maids, Masters Theses, Occupational Clusters, *Occupational Home Economics, Occupational Surveys, Questionnaires, *Service Occupations, *Task Analysis, Visiting Homemakers

The purposes of the study were: (1) to identify the tasks performed by the employees in homemaker/home health aide, hotel/motel housekeeping aide, and nursing home housekeeping aide occupations, (2) to determine the frequencies of task performance by the worker, (3) to determine tasks common and unique to the three occupations, and (4) to develop occupational clusters. Questionnaires were administered to 87 randomly selected employees chosen from 6 different locations in Iowa. The responses were analyzed to determine common tasks. The three occupations were found to be predominantly women, 36 years of age or over, married, and working part-time. A core of 11 items related to household maintenance were found to be common to the three occupations. Homemaker/home health aide performed the greatest number of unique tasks. Six clusters of tasks in relation to their function were formed. Tasks most frequently performed by the homemaker/home health aide were those related to food production; those performed most frequently by hotel/motel and nursing home housekeeping aides were household maintenance. It was recommended that common and unique knowledges and competencies be determined in order to suggest training programs. Initial training in the common core was recommended with a specialized training for homemaker/home health aides. Training programs should be available to both high school age and adult students. (FP)

ED 026 485 VT 006 376

Palomba, Neil A., Ed. Jakubauskas, Edward B., Ed.

An Interdisciplinary Approach to Manpower Research.

Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.

Pub Date 68

Note—247p.

EDRS Price MF-\$1.00 HC-\$12.45

Descriptors—*Conference Reports, Economic Development, Economic Research, Institutes (Training Programs), *Interdisciplinary Approach, *Manpower Development, *Manpower Needs, Psychological Characteristics, Research Coordinating Units, Research Methodology, Research Needs, *Research Projects, Research Utilization, Social Characteristics, Speeches, Technological Advancement, Vocational Education, Vocational Schools

Identifiers—Ames, Iowa, June 12-16 1967, *Summer Manpower Research Institute

To promote better quality research, application of research to action programs, and effective instruction in colleges and universities, a manpower research institute was held at Iowa State University, June 12-16, 1967. Major papers relating to research programs covered: (1) an interdisciplinary approach, (2) the U.S. Department of Labor programs, (3) the U.S. Office of Education programs, (4) programs in the hard-core ghetto, and (5) health programs. Speeches related to regional and area development covered: (1) multi-county functional economic areas, (2) program planning, (3) area vocational schools and community colleges, and (4) state research coordinating units. Topics related to psychological research were: (1) psychological theory and manpower, (2)

psychological determinants of occupations, (3) organizational theory and manpower withdrawal, and (4) experimentation in organizational behavior. Discussion of sociological and anthropological research included: (1) changing conceptions of work, (2) the older citizen, and (3) the office as a new type of mass production factory. Methodology and research trend topics included: (1) using computers in searching for jobs and employees, (2) population surveys, (3) allied health manpower, and (4) research needs. Manpower research fellowships were awarded to 29 full-time college and university professors. (DM)

ED 026 486 VT 006 440

Cone, Bonnie E., Ed. Vairo, Philip D., Ed.
Occupational Education: A Challenge to the Two-Year College.

North Carolina State Board of Education, Raleigh. Dept. of Community Colleges; North Carolina Univ., Charlotte.

Pub Date Sep 67

Note—54p.; Proceedings of a State Conference (Charlotte, N.C., July 23-26, 1967).

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—Accreditation (Institutions), Bibliographies, *Community Colleges, *Conference Reports, Educational Change, Educational Needs, Fringe Benefits, Manpower Needs, Speeches, Teacher Education, *Technical Education, *Technical Institutes, *Vocational Education

Identifiers—*State Conference For Community College Administrators

The purpose of this conference was to present a variety of papers focused on the rationale that providing more and better quality education for the world of work is vital for the South and is of twofold urgency because: (1) Millions of Southerners are ill prepared to seize existing employment opportunities, and (2) Business and industry must have an adequate force of well trained tradesmen and technicians if the South's rapid economic development is to continue. Topics include: Occupational Education in the North Carolina Community College System, Accreditation of Occupational Education Programs, and Preparation of Personnel in Occupational Education. A 100 item selected bibliography on occupational education in a 2-year college is included. (CH)

ED 026 487 VT 006 567

Utilization of Auxiliary Staff in the Provision of Family Services in Public Welfare.

Welfare Administration (DHEW), Washington, D.C. Bureau of Family Services.

Pub Date Dec 65

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Community Services, Family (Sociological Unit), Job Skills, *Nonprofessional Personnel, Occupational Information, *Program Administration, Program Development, *Staff Role, *Staff Utilization, Task Analysis, *Welfare Agencies

This monograph, developed to provide some ideas about the initial considerations of an agency contemplating the use of auxiliary personnel, describes the types of auxiliary positions that might be established, administrative planning necessary and the factors to consider in developing and establishing the positions. The decision to use auxiliary personnel is based on the conviction that there are differential needs of clients that may be met by persons with an educational and experience background in fields other than social work. Auxiliary positions relating to administrative procedures are: administrative aide, research and statistical assistant, and welfare assistant. Those in direct service to the clients might be a household helper and homemaker, or a neighborhood worker. Specific details are described for assessment of needs, scope and content of services, analysis of organization and staffing patterns, restriction of jobs, written policies, supervision and training, program evaluation, and community relationships. Illustrative job specifications for use in the development of class specifications for auxiliary positions for family services in public welfare agencies are included, together with information on how to adapt and interpret them to reflect specific programs, job content, and agency organization. (FP)

ED 026 488

Dupree, Robert Lee

VT 006 602

A Cost-Benefit Study of Post-High School Technical Education in Oklahoma.

Oklahoma State Univ., Stillwater.

Pub Date May 68

Note—50p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Document Not Available from EDRS.

Descriptors—*Cost Effectiveness, Costs, *Educational Benefits, Educational Economics, Graduate Surveys, Masters Theses, *Post Secondary Education, Questionnaires, School Surveys, *Technical Education

Identifiers—Oklahoma

The purpose of this study was to make a cost benefit analysis of technical education in Oklahoma. Questionnaires were used to collect cost and earnings data from 200 graduates of eight post secondary schools and data were also collected from school records. Findings included: (1) Average net income foregone was \$3,849, (2) Average total educational cost to the student was \$4,768, (3) Average net productivity foregone per student was \$4,186, (4) Average institutional cost per student was \$1,637, and (5) An estimated return of 35 percent was calculated for the student and 25 percent for society. These are relative to 2 years of post secondary technical education. This M.S. thesis was submitted to Oklahoma State University. (EM)

ED 026 489 VT 006 616

Berkowitz, Monroe

Rehabilitating the Disabled Worker: A Platform for Action in New Jersey.

Rutgers, The State Univ., New Brunswick, N.J. Bureau of Economic Research.

Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date 65

Note—60p.; Report of the New Jersey Institute on Workmen's Compensation, Rehabilitation, and Employment (Trenton, March 3-5, 1964).

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—*Administrative Problems, *Conference Reports, Court Litigation, Employment Problems, *Handicapped, *Industrial Personnel, Legal Problems, Medical Services, Program Administration, Vocational Rehabilitation

Identifiers—New Jersey Institute Workmen's Compensation Rehab

Individuals of varying backgrounds, viewpoints, and interests met at Trenton, New Jersey, March 3-5, in a conference conducted by the state Rehabilitation Commission, Division of Workmen's Compensation, and the Division of Employment Security of the Department of Labor and Industry in cooperation with the National Institutes on Rehabilitation and Health Services to discuss the best means of rehabilitating workers disabled by industrial accidents and disease. The report includes six chapters of a discussion leader, recorder, and 15 to 20 members representing groups concerned with the subject under discussion. Chapter headings are (1) "A Broad Look at Workmen's Compensation and Rehabilitation in New Jersey," (2) "Litigation as a Barrier to Rehabilitation," (3) "Administration of Workmen's Compensation and Rehabilitation," (4) "Supervision of Medical and Rehabilitation Services," (5) "Rehabilitation Facilities and Personnel," and (6) "Employment Problems of the Handicapped." (JK)

ED 026 490

Daines, James Richard

The Effect of Test Difficulty on Informational Achievement in a Technical Industrial Education Course at the College Level.

Pub Date 68

Note—247p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Achievement Tests, *Anxiety, Changing Attitudes, College Instruction, College Students, Control Groups, Doctoral Theses, Experimental Groups, *Industrial Education, Motivation, Power Mechanics, *Student Attitudes, Test Construction, *Testing, Testing Problems, Tests, Test Selection

The purpose of this study was to determine the effects of low difficulty and high difficulty testing approaches on the informational achievement of two groups of college students enrolled in a power mechanics course. Fifty students were as-

signed to two groups by a modified random technique, and treatments were randomly assigned to these groups. Control variables were (1) scholastic aptitude, (2) informational achievement, (3) anxiety, (4) attitude toward the course, and (5) number of previous courses in the field. The dependent variables were informational achievement, test situational anxiety, and attitude toward the course, with informational achievement being measured by low and high-difficulty researcher-made achievement tests. Major findings were: (1) a significant gain in achievement in both groups, (2) a significant increase in test situational anxiety with the low-difficulty test approach, (3) no change in attitude for either group, (4) high ability students achieved best in the low-difficulty approach, (5) no significant achievement differences with the high-difficulty approach, and (6) the attitude of the high ability sub-group in the high-difficulty approach was significantly lower than that of other sub-groups. The achievement tests and statistical data are included in the appendix. (EM)

ED 026 491

Leffard, Warren Lee

Employment Opportunities and Training Needs for Technicians in the Metalworking Manufacturing Industries of the Central Ohio Valley with Projections Through 1975.

Pub Date 68

Note—195p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Needs, Educational Opportunities, Educational Programs, Educational Supply, *Employment Opportunities, Employment Qualifications, Manufacturing Industry, *Metal Working Occupations, *Occupational Surveys, Questionnaires, Student Enrollment, Technical Education, *Technical Occupations

Identifiers—Central Ohio Valley, Cincinnati, Kentucky, Louisville, Ohio

The purpose of this study was to ascertain the status of technical training and the demand for technicians in the Louisville, Kentucky and Cincinnati, Ohio metropolitan areas. Data from 99 randomly selected establishments indicated that 36 establishments employed or intended to employ technicians by 1975. Information was also collected from 109 educational institutions which offered less-than-baccalaureate degree programs for technicians. Some findings were: (1) The principal methods of training technicians were the upgrading of craftsmen, on-the-job training, and educational programs, (2) 1,743 technicians were employed under 36 job titles, (3) Immediate openings existed for 105 technicians in 22 job titles, (4) The expressed demand for 1975 was 1,671 technicians and the projected demand for the area was 3,820 technicians, (5) Programmers and designers were indicated as extremely difficult to employ, (6) 35 firms recruited from within a 100 mile radius "local area," (7) Employers perceived one school in each area capable of filling their needs, (8) By 1975, 42 educational programs will be offered under 15 program titles, and (9) Graduates from these programs should provide the necessary technicians. This Ed.D. thesis was submitted to the University of Missouri. (EM)

ED 026 492

Morgan, Daryl Whitney

Status and Pre-Employment Training Requirements of Welding Tradesmen, Technicians, and Technologists.

Pub Date 68

Note—137p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Document Not Available from EDRS.

Descriptors—Bibliographies, Comparative Analysis, Curriculum, Doctoral Theses, *Educational Needs, *Employer Attitudes, Employment Opportunities, *Employment Qualifications, Industry, Questionnaires, Skilled Occupations, Technical Occupations, *Trade and Industrial Education, *Welders, Welding

To assess the status of welding in various manufacturing industries and to ascertain the occupational preparation needed for welding tradesmen, technicians, and technologists, completed

questionnaires were obtained from 138 selected industrial specialists. The hypotheses were tested by Friedman's two-way nonparametric analysis of variance and by chi square. Some conclusions were: (1) A great need exists for welding technicians and technologists to receive training in related information areas, (2) 27 content items rated as unimportant could be removed from preemployment training programs for tradesmen, (3) Flux shielded metal electric arc welding, inert gas shielded metal arc welding, inert gas shielded tungsten arc welding, oxy-fuel gas cutting, oxyacetylene welding, and blue print reading should be included in all preparatory programs for welding tradesmen, (4) Inert gas shielded metal arc welding, inert gas shielded tungsten arc welding, flux shielded metal electrode arc welding, and blue print reading should be included in all preparatory programs for welding technicians, (5) Gas welding processes should be included in all programs designed to prepare welding technologists for employment. (DM)

ED 026 493 VT 006 688

Training and Utilization of the Physical Therapy Assistant; Policy Statement Adopted by the 1967 House of Delegates.

American Physical Therapy Association, New York, N.Y.

Pub Date 5 Jul 67

Note—2p.

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—Associate Degrees, Certification, Clinical Experience, *Health Occupations Education, Occupational Information, *Policy, *Professional Associations, *Standards, Technical Education

Identifiers—American Physical Therapy Association, *Physical Therapy Assistants

The physical therapy assistant is defined as a skilled technical worker who assists the professional physical therapist in patient related activities and carries out designated tasks within a service administered by a professional physical therapist. Training standards require a 2-year college level program administered by a qualified physical therapist within an educational institution accredited by the regional agency and including work which may be credited to a higher degree as well as clinical experience in an acceptable physical therapy service. Functions are outlined and mandatory licensure supported. (JK)

ED 026 494 VT 006 693

[The Physical Therapy Aide: Collection of Guidelines and Policy Statement.]

American Physical Therapy Association, New York, N.Y.

Pub Date 5 Apr 68

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—Clinical Experience, Curriculum, *Health Occupations Education, Occupational Information, *Policy, *Professional Associations, Program Administration, *Standards

Identifiers—American Physical Therapy Association, *Physical Therapy Aides

Materials in this collection include a policy statement for the training and utilization of the physical therapy aide, guidelines for training, and a sample form for reporting information about a training program to the American Physical Therapy Association. The policy statement defines the aide as an unlicensed worker who has completed on-the-job training and who functions under the supervision of a professional physical therapist to perform designated routine tasks and assist with other activities which are predetermined and assigned by the professional physical therapist. Qualifications, training standards, and duties are outlined. The guidelines for training stipulate the kinds of institutions in which didactic instruction may be given and include a 109-hour sample program outline as well as a sample schedule providing for 109 hours of didactic instruction and 211 hours of on-the-job training. The training report form requests such information as number of trainees, age range, education, work experience, wage during training, employment after training, use of guidelines, and problems encountered. (JK)

ED 026 495 VT 006 804

A Study to Determine the Feasibility of Establishing a National Program for Training Skilled Aviation Personnel.

Arizona State Univ., Tempe. Industrial Design and Technology.

Spons Agency—Economic Development Administration (Dept. of Commerce), Washington, D.C.

Pub Date Sep 67

Note—337p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (46.2:Ad 5 \$1.75).

EDRS Price MF-\$1.24 HC Not Available from EDRS.

Descriptors—*Aircraft Pilots, *Aviation Mechanics, Aviation Technology, Curriculum, Curriculum Development, Educational Finance, Educational Needs, Employment Projections, Facility Requirements, *Feasibility Studies, Labor Supply, Manpower Needs, National Surveys, Program Costs, Program Descriptions, Program Development, Program Planning, Site Selection, *Technical Education, *Vocational Training Centers

To determine the feasibility of establishing a training program for skilled flight and nonflight personnel which are critical to the aviation industry, data were collected from carriers, manufacturers, associations, and agencies. Employment needs were ascertained and a 1980 projection of supply and demand for professional pilots was formulated. A mathematical model for computer prediction was also developed. Existing pilot and mechanic curriculums were analyzed and an improved curriculum was devised. Two sites in the Phoenix area were proposed, and their usefulness for a national training program was examined with respect to location, land, runways, buildings, and utilities. Related to this examination was an analysis of the employment impact on a nearby Indian reservation. Cost estimates were developed on the basis of 500, 1,000, 1,500, and 2,000 student enrollment modules and a general financing plan was developed. Short and long range program plans were developed which included land leases and site development, an industry-sponsored non-profit educational organization, and designs for proposed facilities. (EM)

ED 026 496 VT 006 805

School Shop Development: Research and Planning.

Rockwell Manufacturing Co., Pittsburgh, Pa.

Pub Date 66

Note—53p.

Available from—Rockwell Manufacturing Company, 400 North Lexington Avenue, Pittsburgh, Pennsylvania 15208 (\$2.00).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Design Needs, *Equipment Standards, Equipment Utilization, *Facility Guidelines, Fundamental Concepts, *Industrial Education, Purchasing, Safety, *School Planning, *School Shops, Space Utilization

This facility planning guide was developed by a commercial firm for use by school personnel in planning and equipping industrial education shops. It is based on an analysis of reports made by the company's 150 field representatives and information furnished by school administrators and architects. Five fundamental planning concepts and a cycle of human influences serve to organize the contents. Briefly, these are (1) community goals, (2) educational specifications, (3) course outlines, (4) physical considerations, and (5) equipment specifications and (1) instructor recommendations, (2) administrator acceptance, (3) architect interpretation, (4) state department consultation, (5) manufacturer response, (6) school board approval, and (7) student inducement. The contents include: (1) List of Considerations, (2) Layout Development, (3) Sample Plans, (4) Equipment Specification, (5) Purchasing Principles and Costs, (6) Scale Outline of Equipment, (7) Bolt Hole Dimensions, and (8) A Source Checklist. (EM)

ED 026 497 VT 006 860

Guidelines for Assessing the Nursing Education Needs of a Community.

National League for Nursing, New York, N.Y.

Pub Date Feb 68

Note—13p.

Available from—National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$0.25).

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Community Involvement, Community Planning, *Educational Needs, *Educational Planning, *Guidelines, Health Occupations Education, Manpower Needs, *Nursing, Program Planning

Intended to provide a starting point for groups which have not yet undertaken community planning for nursing education, and as a reminder for more experienced groups of the many facets which should be considered in the planning process, the guidelines are organized under five key issues: (1) Where the Study Is To Be Made, (2) Who Will Undertake the Study, (3) What Is To Be Studied in the Community, (4) What Is To Be Studied in Nursing Education, and (5) How to Use the Data. (JK)

ED 026 498

VT 007 136

Soule, A. Bradley

The Role of Junior Colleges in Educational Programs in Radiologic Technology.

American Association of Junior Colleges, Washington, D.C.

Pub Date [67]

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Accreditation (Institutions), *Community Colleges, Educational Demand, *Health Occupations Education, *Medical Laboratory Assistants, Program Development, *School Role, Standards

Identifiers—*Radiologic Technology

Recent Department of Labor and Public Health Service reports indicate that there are presently 72,000 people operating x-ray equipment in this country of whom 33,000 are registered technologists. It is estimated that by 1975 there will be a need for 100,000 technologists of whom at least 52,000 should be fully trained. Almost all formally trained technologists are being produced by the 1,200 hospital schools approved by the American Medical Association Council on Medical Education which provide courses 24 or more months in length, and more than 90 percent of which are terminal without college affiliation. There are approximately 60 colleges and universities (mostly community or junior colleges) which offer associate degree programs and a dozen which have developed or are developing baccalaureate degree programs. It is hoped that the college affiliated programs will produce more and more of the technologists of the future. The American Medical Association Council on Medical Education has made available "Essentials of an Approved School of Radiologic Technology" and "Essentials of an Approved School of Technologists in Radiation Therapy." The publication of "Essentials of an Acceptable School for Nuclear Medical Technicians and Technologists" is anticipated. (JK)

ED 026 499

VT 007 171

Frank, Walter Sobel, Irvin

The Shortage of Skilled and Technical Workers; An Inquiry Into Selected Occupations in Short Supply.

Illinois Univ., Urbana. Inst. of Labor and Industrial Relations.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—MDTA-5-64

Pub Date Jun 68

Note—485p.

EDRS Price MF-\$2.00 HC-\$24.35

Descriptors—Educational Programs, Employment Opportunities, Employment Practices, Employment Trends, *Engineering Technicians, Field Interviews, Individual Characteristics, Job Placement, Job Satisfaction, Labor Market, *Labor Supply, Manpower Needs, Manpower Utilization, *Occupational Information, *Occupational Surveys, *Paramedical Occupations, Recruitment, Technical Occupations, Vocational Education

Identifiers—Chicago, St. Louis

The institutional arrangements through which workers are prepared and employed in selected occupations are examined to determine whether barriers to entry and employment are susceptible to elimination or reduction, and how labor shortages effect employers. It covers six occupations in the St. Louis and Chicago metropolitan areas: licensed practical nurses, medical technologists, electronic and metal engineering technicians, and tool and die makers and designers. Field interviews were conducted in 41 hospitals and 66 industrial establishments in the two areas during 1965 and 1966. General findings included: (1) The labor market for these occupations was largely a local market, (2) Attempts to alleviate shortages were limited to modest changes, in practice, (3) Adjustment situations appear to

work best where the product market approaches the competitive model, (4) Broad options of educational preparation and training tend to facilitate adjustment to shortage situations, (5) Wage changes play a minor role in shortage adjustments, (6) The medical occupations utilized more persons from minority groups, and (7) There was a serious deficiency in the availability and dissemination of relevant occupational information. (EM)

ED 026 500

VT 007 194

Zancanella, James, Comp. Lein, Charles D.,

Comp.

Selected Proceedings and Information from the 1967 Summer Workshop in Research in Vocational-Technical Education.

Wyoming Univ., Laramie. Coll. of Education. Spone Agency—Wyoming Research Coordinating Unit in Vocational-Technical Education, Cheyenne; Wyoming State Dept. of Education, Cheyenne.

Pub Date 67

Note—125p.

EDRS Price MF-\$0.50 HC-\$6.33

Descriptors—Agricultural Education, Communications, Computer Oriented Programs, *Conference Reports, Curriculum Development, *Educational Research, Home Economics Education, Industry, Occupational Guidance, Prevocational Education, Programmed Instruction, Program Evaluation, Research Coordinating Units, Research Criteria, *Research Methodology, *Research Needs, Research Projects, Seminars, Trade and Industrial Education, *Vocational Education, Workshops

Identifiers—*Research Seminar in Vocational Education, University of Wyoming.

Attended by five school administrators and 13 vocational teachers from the state of Wyoming, a 2-week workshop was held in the summer of 1967 on the campus of the University of Wyoming in an effort to better meet the vocational needs of youth. The featured presentations in this seminar were: (1) Progress and Needs in Vocational Guidance, (2) The Framework and Concept of the Wyoming Research Coordinating Unit for Vocational-Technical Education, (3) Basic Research Methods in Vocational Education, (4) Basic Aspects of Research, (5) Program Evaluation and Review Techniques for Educational Research Project Development and Control, (6) Vocational Education Research and Goals in Utah, (7) Research at the Local Level to Solve Problems in Vocational Education, (8) Research, Developmental-Pilot, and Training Projects in the Field of Vocational Home Economics Education, (9) A Case for Agricultural Education in the Public Schools, (10) New Developments and Their Impacts on Trade and Industrial Education, (11) The Future of Computers in Education, (12) 3R+Innovati n, (13) Communication Technologies, (14) The Technology for Children Project, and (15) Programmed Instruction. A listing of Wyoming's industry by county for 1967 is included. Each seminar participant was required to develop a proposal for an individual research project to be conducted during the 1967-1968 school year. (DM)

ED 026 501

VT 007 221

Evaluation of the In-School Youth Work-Training Project for Fourteen and Fifteen Year Old Youth.

Detroit Public Schools, Mich. Dept. of Research and Development.

Pub Date Jan 68

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Disadvantaged Youth, *Dropout Prevention, Followup Studies, *Junior High School Students, *Potential Dropouts, Program Development, Program Effectiveness, *Program Evaluation, *Work Experience Programs

Identifiers—Detroit Public Schools, Elementary Secondary Education Act Title I Program, ESEA Title I Program, *Project In School Youth Work Training Program

A project to provide in-school work experiences for 14 and 15 year old junior high school students was conducted for the purpose of: (1) encouraging them to remain in school after the age of 16, (2) improving their school attendance and scholastic achievement, (3) providing opportunities for growth in the ability to work and explore aspects of the world of work, and (4) providing income, sound work habits, work train-

ing, and sellable skills for pupils from low income families. Data from the fall term of 1966 on 140 pupils who had participated in the program were compared with data from the fall term of 1965. A follow-up was conducted on 42 students who had participated in the project. The chi-square test of significance show no statistically significant changes in the frequency counts of absences or tardiness or changes in the distribution of academic grades or citizen marks. Case studies indicate that individual students did show progress in academic performance, in attitude toward school, and in social demeanor. In general, the program met only the objectives of providing earned financial assistance to needy pupils and providing pupils with supervised work experiences which will better prepare them for entry into the world of work. (MM)

ED 026 502

VT 007 262

Purcell, Mary Lou, Ed.

Family Relations and Child Development; Home Economics Research Abstracts 1967.

American Home Economics Association, Washington, D.C.

Pub Date 68

Note—71p.

Available from—American Home Economics Association, 1600 Twentieth Street, N.W., Washington, D.C. 20009 (\$1.75).

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—*Abstracts, *Annotated Bibliographies, *Child Development, Doctoral Theses, Early Childhood Education, *Educational Research, *Family Life Education, Indexes (Locators), Masters Theses, Preschool Children, Program Development

This publication is one of a continuing series entitled Home Economics Research Abstracts, which annually compiles abstracts of masters theses and doctoral dissertations completed in graduate schools of home economics. These 115 abstracts of Family Relations and Child Development research, completed in 1967, were submitted by 34 graduate schools. Editing and preparation of abstracts for reproduction has been done by representatives of subject-matter sections of the American Home Economics Association. Child development abstracts have been classified under the topics (1) Infant and Young Child, (2) Elementary School Age Child, (3) Adolescents, and (4) Miscellaneous. Family relations abstracts are categorized under the topics: (1) Adolescents, (2) Adults, (3) Family and Parent-Child Interaction, and (4) Program Development. An index of authors is also included in the document. (FP)

ED 026 503

VT 007 307

Robinson, Lillie McCray

Determining Employment Needs, Educational Feasibilities, and Potential Enrollments in Occupational Home Economics at the Post-Secondary Level in Oklahoma.

Pub Date Jul 68

Note—162p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, Business Skills, Doctoral Theses, Educational Planning, Employer Attitudes, Employment Qualifications, *Feasibility Studies, Interviews, *Occupational Home Economics, *Post Secondary Education, *Program Development, Questionnaires, Student Opinion, Surveys

Identifiers—Oklahoma

In order to determine if occupationally-oriented curriculums in home economics should be developed at the post-secondary level in Oklahoma, three groups of people were interviewed: (1) managers of business establishments and supervisors of child care agencies, (2) administrators and instructors of home economics courses, and (3) students enrolled in home economics courses at selected high schools, area vocational-technical centers and junior colleges. Representatives selected from 92 business organizations, 20 high schools, two area vocational-technical centers, and two junior colleges were interviewed. Comparative analysis of responses showed that the majority of business personnel and school personnel felt that there was a need for trained personnel in occupational home economics areas and would be interested in cooperating to develop occupational programs

with work experiences as part of the occupational preparation. Further study is needed to determine competencies needed by persons in occupational curriculums, course combinations and sequences, and length and sequence of observation and work experiences. The interview schedules, reported data in tabular form, letters, and a selected bibliography are included in the document. This D.Ed. thesis was submitted to Oklahoma State University. (FP)

ED 026 504

VT 007 310

Vocational Education.

Wisconsin Univ., Madison.

Pub Date 68

Note—146p.; Report of a Conference Sponsored by the Brookings Institution.

Available from—University of Wisconsin Press, Box 1379, Madison, Wisconsin 53701 (\$2.00).

Journal Cit—Journal of Human Resources; supplement v3 1968.

Document Not Available from EDRS.

Descriptors—*Conference Reports, *Cost Effectiveness, Economic Factors, *Educational Economics, Educational Needs, Educational Supply, Employment Trends, Evaluation, Industrial Training, Labor Market, Occupational Guidance, Research Utilization, *Vocational Education

Identifiers—Brookings Conference on Vocational Education, Broo

This conference on economic issues in vocational education was the product of a number of considerations such as the increased interest in problems of the disadvantaged, the increased emphasis on vocational education by the federal government, and the increased emphasis on training and retraining as solutions to at least a part of the unemployment problem. With this background the expectations of the conference were to provide for: (1) a group of persons (chiefly economists) engaged in evaluative research in the vocational education area to be exposed to the concerns, attitudes, and views of vocational educators, and (2) a group of educators concerned with their mission, interested in evaluation, and hopeful of increasing the effectiveness of their efforts to better understand what the economist means by evaluation, the criteria he relies on, the framework he utilizes, and the data he requires. Topics on which presentations were made include occupational guidance, labor-market implications, evaluation studies, and occupational training needs. (CH)

ED 026 505

VT 007 323

Perkins, Carl D.

Vocational Education Amendments of 1968, 1968.

Report No. 1938.

Congress of the U.S., Washington, D.C. House.

Pub Date 68

Note—56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—Consumer Education, Cooperative Education, Curriculum Development, Educational Finance, *Federal Aid, *Federal Laws, Federal State Relationship, Homemaking Education, Incentive Grants, Program Content, Residential Schools, State Programs, *Vocational Education, Vocational Education Teachers, Work Study Programs

Identifiers—*Vocational Education Amendments of 1968

This document includes the amendments to the Vocational Act of 1963 known as the Vocational Education Amendments of 1968, H.R. 18366. A report from the Committee on Education and Labor (VT 007 383) provides background information, supplemental views on behalf of minority members, a section by section analysis, and the changes in the existing law that are made by this bill. The amendments are in the areas of: (1) general provisions, (2) state vocational education programs, (3) research and training in vocational education, (4) exemplary programs and projects, (5) residential vocational education, (6) consumer and homemaking education, (7) cooperative vocational education programs, (8) work-study programs for vocational education students, (9) curriculum development in vocational and technical education, (10) training and development programs for vocational education personnel, and (11) miscellaneous provisions. (MM)

ED 026 506

VT 007 353

Survey of Employer Experience and Opinions Concerning Mentally Retarded Persons as Employees.

Jewish Employment and Vocational Service, St. Louis, Mo.

Pub Date 10 Feb 68

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Employer Attitudes, *Employment, *Employment Practices, *Industrial Training, *Industry, *Mentally Handicapped, *Occupational Surveys, *Personnel Policy, *Personnel Selection, *Questionnaires, *Vocational Rehabilitation

Identifiers—Project Industrial Training Resources, St. Louis

The Industrial Training Resources Project is an attempt to establish a model for use of industrial training facilities in the vocational rehabilitation of mentally retarded persons. The present study was conducted to help assess the climate of employer receptivity and understanding of the project. The multiple objective included: (1) creating employer interest and participation, (2) training of supervisors who become involved, and (3) preparing retardates for assignment to employer programs. Data were collected through a survey questionnaire sent to 720 employers. The survey revealed employer receptivity to employment of retardates in both large and small companies, and emphasized the need for training of supervisors who are to work with retardates. Specific questions covered by the survey include: Would you anticipate difficulty with a union in your company in the hiring of mentally retarded employees? Would you expect any problems with your insurances if you hired mentally retarded employees? Are there any occupations in your company for which you think it practical to waive educational requirements for persons otherwise qualified to do the work? (CH)

ED 026 507 VT 007 466

Manpower Research Projects Sponsored by the U.S. Department of Labor... Through June 30, 1968.

Manpower Administration (DOL), Washington, D.C.

Pub Date Oct 68

Note—223p.

EDRS Price MF-\$1.00 HC-\$11.25

Descriptors—*Abstracts, *Annotated Bibliographies, *Federal Programs, *Grants, *Manpower Development, *Research Projects, *Research Proposals

Identifiers—Economic Opportunity Act Title I Research Projects, EOA Title I Research Projects, Manpower Development and Training Act Title I, MDTA Title I Research Projects

This catalog describes the status and content of research programs which were either developed or administered by the Office of Manpower Research under Title I of the Manpower Development and Training Act (MDTA) or the Economic Opportunity Act for the fiscal year ending June 1968. Brief summaries are given for 71 active MDTA research contracts, seven active institutional grants, 78 active doctoral dissertation grants, 41 active research project grants, and 16 active Bureau of Work-Training Programs. Abstracts are given for 22 completed MDTA research contracts, 15 completed dissertation grants, and 13 completed research project grants. A list of reports completed for fiscal years 1963 to 1968 are also included. Proposal guidelines for each of the categories of grants or contracts are given. The appendixes include Title I of MDTA, an index of contractor and grantee organizations, an index to individuals associated with the contracts and grants and a subject index. (EM)

ED 026 508 VT 007 467

Hillinger, Yvonne M.

When You Go to Work. A Book for the Needle Trades.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Pub Date Sep 68

Note—204p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers University, 10 Seminary Place, New Brunswick, New Jersey 08903 (\$2.00).

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Clothing Instruction, *Clothing Maintenance Specialists, *Deaf Education, *Homemaking Skills, *Needle Trades, *Occupational Choice, *Occupational Guidance, *Occupational Home Economics, *Occupational Information, *Orientation Materials, *Slow Learners

Instructional materials for student use were developed by the author and a state-level committee of teachers to be used in a vocational school for the deaf, slow learner, or near illiterate. The program was tested at the State School for the Deaf. The book presents the non-technical information that the students will need to have as employees. Unit topics are: (1) The Factory, (2) A Good Worker, (3) The Job, (4) Shop Mathematics, (5) Clothing for Women, and (6) Clothing for Men. Objectives are stated for each lesson. Boldly printed vocabulary lists, cartoons, drawings, assignments, as well as forms and facsimiles for employment, interviews, warnings, checks, social security applications, and time cards are distributed liberally throughout. The workbook type format contains answering space. Exemplary lesson topics are the production line, paycheck, work habits, grooming, first day on the job, time-piecework, and the yardstick. (FP)

ED 026 509 08 VT 007 472

Green, Ralph Schaeffer, Geraldine

Development of Multi-Media Programmed Instructional Materials for the Training of Law Enforcement Officers. Final Report.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR 6-2840

Pub Date Sep 68

Grant—OEG-1-7-062840-2717

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—*Adult Vocational Education, *Curriculum Development, *Curriculum Evaluation, *Curriculum Problems, *Curriculum Research, *Law Enforcement, *National Surveys, *Police, *Questionnaires

Identifiers—Project Law Enforcement Training

The purpose of this project was to improve basic police training by investigating existing curriculums and producing standardized instructional materials; however, funding termination did not allow the latter. VT 007 473 is a report of a literature and curriculum review for this project. From this review and a related study 168 topics were identified under 12 police training subject areas. Rough drafts of lesson plans were made for two of these areas. An examination of these topics resulted in the conclusion that differences between agencies and localities precluded a viable "national" or "model" curriculum for police training. (EM)

ED 026 510 08 VT 007 491

Tate, Barbara L. Knopf, Lucille

Nurse Career-Pattern Study. Part I: Practical Nursing Programs.

National League for Nursing, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR 5-0039

Pub Date 68

Contract—OEC-5-85-036

Note—195p.

Available from—National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$4.50).

EDRS Price MF-\$0.75 HC-\$9.85

Descriptors—Dropout Characteristics, Dropouts, *Employment Patterns, *Graduates, *Graduate Surveys, *Health Occupations Education, *Individual Characteristics, *Job Satisfaction, *Longitudinal Studies, *National Surveys, *Occupational Choice, *Practical Nurses, *Questionnaires, *Student Characteristics, *Success Factors, *Withdrawal

The overall nurse career-patterns study actually consists of four concurrent longitudinal studies relating to the four kinds of nursing programs in which, if possible, each subject will be followed from the time of entrance through a 15-year period after graduation. The practical nurse study seeks to determine whether certain biographical data or stated reasons or goals for entering practical nursing programs relate to the probability of program completion and employment as a graduate. Over 3,000 1962 enrollees were chosen as a 20 percent random sample of the 693 approved practical nursing programs in existence at the beginning of the study. At the time of the report,

each person had completed a maximum of three questionnaires: one on entrance to the training program, one on graduation, and a third 1 year after graduation. The findings to date indicate a composite picture of the person most likely to succeed as a woman over 25, married, and a member of the lower middle income group. She should show signs of stability, modest ability, need, and a commitment to others. Her high school accomplishment would have been average. Some factors found to be important to trainees were convenience of program location and availability of employment.

ED 026 511 VT 007 497

Guide Book for an Approved School of Inhalation Therapy.

American Association for Inhalation Therapy, Riverside, Calif.; American College of Chest Physicians, Chicago, Ill.; American Medical Association, Chicago, Ill.; American Society of Anesthesiologists, Park Ridge, Ill.

Pub Date May 68

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Accreditation (Institutions), *Administrative Organization, *Admission Criteria, *Clinical Experience, *Curriculum, *Educational Facilities, *Faculty, *Guidelines, *Health Occupations Education, *Inhalation Therapists, *Program Development, *Standards

The "essentials" for programs in inhalation therapy were studied by the American Society of Anesthesiologists and the American College of Chest Physicians and adopted by several pilot schools between 1957 and 1962. Recommended with minor modifications, they were approved by the American Medical Association Council on Medical Education and the House of Delegates in 1962. Revised in 1967, the "essentials" are organized into the areas of administration, faculty, facilities, requirements for admission, health, curriculum, ethics, and admission to the list of approved schools. A program may be established in a medical school or a hospital and didactic and laboratory work may be conducted in these types of institutions or in community colleges or nursing schools. Clinical training must be offered in accredited hospitals. The program director must be a physician who has had specific training or experience in inhalation therapy and instructors should be registered inhalation therapists who have had at least three years experience. Enrollment should not exceed five students to each instructor for clinical practice and at least four students should be enrolled in each class. At least 18 months in length, the program should include a minimum of 1,800 clock hours of instruction in theory and practice. (JK)

ED 026 512 VT 007 499

Swanson, Edwin A., Ed.

New Media in Teaching the Business Subjects. National Business Education Yearbook, No. 3.

National Business Education Association, Washington, D.C.

Pub Date 65

Note—210p.

Available from—National Business Education Association, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$4.75).

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Audiovisual Aids, *Autoinstructional Aids, *Bibliographies, *Business Education, *Instructional Aids, *Instructional Media, *Instructional Technology, *Programmed Instruction, *Staff Utilization, *Systems Approach, *Teaching Methods

A practical approach to the use of the new instructional media in business education subjects is presented in this yearbook. With the awareness of urgent problems and the expanded program for business education comes an appreciation for the instructional media, both old and new, that can be applied in everyday teaching. The new media are powerful tools and they are effective tools for those who are skilled in their use. Fifteen chapters from 18 contributors are entitled: (1) An Overview of the New Media, (2) Utilization of Staff and Resources, (3) Instructional Technology—The Systems Approach for Business Education, (4) Programmed Instruction and Teaching Machines, (5) Television in Business Education: Today and Tomorrow, (6) New Media for Teaching Shorthand, (8) New Media for

Teaching Typewriting, (8) New Media for Teaching Bookkeeping and Accounting, (9) New Media for Teaching General Business, (10) New Instructional Media in Business-Economic Education, (11) Dynamic Techniques for the Instruction of Business Law, (12) Applications of the New Media in Secretarial Office Practice, (13) New Media in Teaching Business Machines, (14) Newer Instructional Media in Business Mathematics, (15) New Developments in Business Communications. (MM)

ED 026 513 VT 007 500

Hall, J. Curtis, Ed., *And Others*
Business Education: An Evaluative Inventory. National Business Education Yearbook, No. 6. National Business Education Association, Washington, D.C.

Pub Date 68

Note—386p.

Available from—National Business Education Association, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$4.75).

EDRS Price MF-\$1.50 HC Not Available from EDRS.

Descriptors—Area Vocational Schools, *Business Education, Community Colleges, Cooperative Education, *Educational Trends, Instructional Technology, *Program Development, *Program Evaluation, *Program Improvement, Secondary Schools, Teacher Education, Teaching Methods, Teaching Procedures

The purposes of this yearbook were to present a critical analysis of the past and present, and to provide a projection into the future of business education. This yearbook includes contributions by 31 business educators and provides a chapter on the projections for the future for each of these areas: (1) Secondary School Vocational Education for Stenographers and Secretaries, (2) Secondary School Vocational Education for Bookkeepers and Related Workers, (3) Secondary School Vocational Education for Clerical Workers, (4) Economic Literacy, (6) Secondary School Cooperative Part-Time Programs, (7) Secondary School General Education of Business Students, (8) Area Vocational and Technical Schools, (9) Community (Junior) Colleges, and (10) Business Teacher Education. The introduction provides an analytical look at business education. (MM)

ED 026 514 VT 007 501

Travis, Dorothy L., Ed. *Missling, Lorraine, Ed.*
Selected Readings in Business and Office Occupations—Designed Especially for the Classroom Teacher. National Business Education Yearbook, No. 5.

National Business Education Association, Washington, D.C.

Pub Date 67

Note—350p.

Available from—National Business Education Association, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$4.75).

EDRS Price MF-\$1.50 HC Not Available from EDRS.

Descriptors—Autoinstructional Aids, Automation, *Business Education, Cooperative Education, *Curriculum Development, Instructional Technology, Occupational Guidance, Personality Development, *Program Improvement, *Teaching Methods, *Teaching Procedures, Testing Programs, Youth Clubs

Five high school business education teachers reviewed over 1,500 articles which had been published in the "Business Education Forum" beginning in 1947. Articles selected to be included in this yearbook were felt to be of special value to the high school classroom teacher of business and office occupations. The articles chosen may present different viewpoints and the reader should weigh the merits of each and arrive at a decision which is satisfying to him. Seventy-two articles are presented in 11 sections, which cover (1) enrichment of the subject matter, (2) effective teaching procedures, (3) suggested standards and evaluation, (4) improving personality, (5) effective guidance, (6) utilizing instructional media, (7) The impact of national business entrance test, and (11) future business leaders of America. (MM)

ED 026 515 VT 007 542
Planning and Conducting Cooperative Education Programs in Agriculture in the State of Arizona. A Manual of Guidelines and Procedures.

Arizona Univ., Tucson. Dept. of Agricultural Education.

Pub Date 68

Note—48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—Advisory Committees, Area Vocational Schools, *Cooperative Education, Curriculum Enrichment, Guidelines, High Schools, Junior Colleges, *Off Farm Agricultural Occupations, Policy, Program Administration, Program Development, Program Evaluation, *Program Guides, *Program Planning, Standards, *Vocational Agriculture

Identifiers—*Arizona

This operation manual sets forth the guidelines, standards, policies, and procedures necessary for planning, organizing, and administering Cooperative Education Programs in Agriculture to serve individuals entering farm related occupations. Its content was developed in a 2-week seminar conducted by the University of Arizona in the summer of 1968, which was attended by 40 teachers of vocational agriculture, junior college instructors, and county vocational-technical coordinators. The content includes: (1) Guidelines, (2) Policies and Standards, (3) Consulting Committees, (4) Community Surveys, (5) Promoting Cooperative Education Programs in Agriculture, (6) Selecting Student-Trainees, (7) Selecting Training Stations, (8) Legal Requirements for Student Workers, (9) Training Plans and Agreements, (10) Teaching Related Instruction, (11) Coordination, (12) Instructor and Student Records, (13) Follow-Up of Students Upon Graduation, (14) Evaluation of Student Progress, and (15) Evaluation of Cooperative Education Programs. (DM)

ED 026 516 VT 007 546

Manpower and Operations Research Studies of the U.S. Employment Service and State Employment Services 1958-1967. A Selected Bibliography.

Bureau of Employment Security (Dept. of Labor), Washington, D.C.

Report No.—BES No. E261

Pub Date 68

Note—153p.

EDRS Price MF-\$0.75 HC-\$7.75

Descriptors—*Bibliographies, Counseling Services, *Employment Opportunities, *Employment Services, Employment Statistics, Federal Programs, Human Resources, Job Analysis, Labor Market, *Occupational Surveys, *Research Projects, State Agencies, State Programs, Testing Programs, Unemployment

The purpose of this extensive bibliography is to acquaint researchers in the employment security system, and in other groups with a wide range of employment studies. Items resulting from research activities over a 10-year period are categorized by states under these headings: (1) Studies of Employment Office Services to Workers and Employers, (2) Job Opportunity Research, (3) Improvement of Employment and Related Establishment Data, (4) Improving State and Area Unemployment and Related Labor Force Data, (5) Special Manpower and Job Market Studies, (6) Occupational Analysis Research, (7) Test Development Research, (8) Studies of Counseling Research, (9) Studies of Agricultural Workers, and (10) Human Resources Development Studies. (EM)

ED 026 517 VT 007 547

Effectively Employing the Hard-Core. (An Aid to Companies Joining the Growing Effort of Industry to Help Resolve Basic Social Problems).

National Association of Manufacturers, New York, N.Y. Urban Affairs Div.

Pub Date 68

Note—37p.

Available from—Distribution Services, National Association of Manufacturers, 149 East 26th Street, New York, New York 10010 (\$1.00).

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Disadvantaged Groups, *Employment Programs, Industrial Training, *Industry, Job Placement, Job Training, Personnel Policy, Personnel Selection, *Program Descriptions, Recruitment, *Unemployed

Recently, members of the research staff of the Urban Affairs Division of the National Association

of Manufacturers traveled around the country and met with key company representatives responsible for their organizations' on-going hard-core employment programs. This document reports, in synthesized form, the information gained about effective procedures companies have used to employ chronically unemployed, unskilled, and undereducated citizens. It was observed that even though the problems of disadvantaged ghetto residents vary and the programs to employ them vary, there are commonalities in the various approaches that can be instructive to employers who are developing programs for the employment of the hard-core unemployed. Among the program components and issues discussed are: (1) developing an understanding of the special problems of the hard-core, (2) top management involvement, (3) Union Participation, (4) Screening, Testing, and Selection, (5) Restructuring Jobs, (6) The Question of Payment, (7) Transportation Difficulties, (8) Orientation Procedures, (9) Use of Discipline, (10) pre-vocational and on-the-job training, (11) preventing dropouts with the buddy system, job coaches, volunteers and other procedures, and (12) data collection and program evaluation. Five specific programs, including one involving a consortium of many small employers, are described in some detail in the appendix. (ET)

ED 026 518 VT 007 554

Ferencz, Dorothy

A Comparison of a Master Teacher and Instructional Assistants in Automated Shorthand and Typewriting Instruction. Final Report. A Pilot Study Conducted at the Harrisburg Area Community College.

Pub Date 31 Jul 68

Note—103p.

EDRS Price MF-\$0.50 HC-\$5.25

Descriptors—Autoinstructional Aids, Autoinstructional Methods, Community Colleges, *Comparative Analysis, *Master Teachers, Methods Research, *Office Occupations Education, Program Effectiveness, Stenography, *Teaching Methods, Typewriting

The purpose of this study was to determine if there is a significant difference in the achievement of students in shorthand and typewriting classes taught by a master teacher using automated instruction as compared with the achievement of students using the same method and material with an instructional assistant supervising the classroom. This study was concerned with 33 girls enrolled in two sections of shorthand and 49 girls enrolled in two sections of typewriting at the post secondary level for the entire 2 school years of their program. The findings indicate that there is no significant difference between the performance of shorthand or typewriting students taught with automated instruction and professional personnel and those taught in the same manner utilizing instructional assistants. Therefore it was recommended that professional teachers' time should be spent in more creative work such as preparing the material for the classroom, planning methods, and procedures to be followed, and coordinating the work of the assistants, rather than supervising skill techniques and proofreading papers which may be done as effectively by instructional assistants. With the automated method and semi-professional assistance, it should be possible to offer specialty courses even though the classes are small. (MM)

ED 026 519 VT 007 573

Study of Minority Group Employment in the Federal Government.

Civil Service Commission, Washington, D.C.

Pub Date 67

Note—235p.

EDRS Price MF-\$1.00 HC-\$11.85

Descriptors—Agencies, Comparative Analysis, *Employment Statistics, *Ethnic Groups, *Federal Government, *Government Employees, *Minority Groups, Occupational Surveys, Salaries, Statistical Data

Data on Negroes, Spanish Americans, American Indians, Orientals, Aleuts, and Eskimos for the year 1967 are presented in 142 tables. Included in the tables are: (1) Negro employment worldwide and by selected agency, (2) Negro employment by civil service region, (3) Negro employment by state, (4) Negro employment by standard metropolitan statistical areas, (5) Spanish-American employment, (6) Spanish-American employment by department and agency

in the Southwest, (7) Oriental employment, (8) American-Indian employment, (9) Aleut and Eskimo employment in Alaska, (10) General pay schedules, and (11) Postal Field Service pay schedules. (DM)

ED 026 520 VT 007 576

Bell, Thomas O., Ed.
Idaho School District Organization Project. Report of the April Conference; Planning for School District Organization in Idaho.

Idaho Univ., Moscow. Bureau of Educational Research and Services.

Spons Agency—Idaho State Dept. of Education, Boise.

Pub Date 15 Jun 68

Note—199p.

EDRS Price MF-\$1.00 HC-\$10.05

Descriptors—*Conference Reports, Curriculum Development, Educational Needs, *Educational Planning, Educational Programs, Elementary Schools, Exceptional Children, Models, School Districts, *School Organization, *School Redistricting, Secondary Schools, *Vocational Education

Identifiers—*Idaho, Idaho School District Organization Project

The purpose of this conference is illustrated by the following objectives—(1) To provide descriptive data, information, and insights essential to an understanding of the current status of school district organization in Idaho, (2) To examine various approaches in trends of school district organization, (3) To determine a structure which will provide comprehensive programs and quality education to meet the needs of all youth in all parts of the state of Idaho, and (4) To investigate the problems and potentials involved in educating students in small, remote schools that are necessary operating units. Among the presentations are "Vocational-Technical Education and School District Organization" by Burl Shoemaker, and "Vocational Education in Idaho - Present and Projected" by O.E. Kjos. The basic purpose of this conference was the desire to give those in executive, legislative and policy-making positions an opportunity to become knowledgeable about and to act upon the best information available. (CH)

ED 026 521 VT 007 579

Heneman, Herbert G., Jr. Seltzer, George
Manpower Planning and Forecasting in the Firm: An Exploratory Probe. Final Report.

Minnesota Univ., Minneapolis. Industrial Relations Center.

Spons Agency—Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.

Pub Date Mar 68

Note—184p.

EDRS Price MF-\$0.75 HC-\$9.30

Descriptors—*Employment Patterns, *Employment Projections, *Feasibility Studies, Labor Economics, Labor Force, Labor Supply, *Manpower Needs, Manpower Utilization, *Models, Occupational Surveys, Prediction, Questionnaires

Data were collected from 69 large employers and interviews were held with 25 of these for purposes of introducing the researchers to research in the problems of manpower planning and forecasting. Findings from this heuristic survey of employers included: (1) 72 percent forecast some of their manpower requirements, (2) 36 percent forecast external manpower supply, (3) 59 percent began such forecasting in the past 5 years, (4) 60 percent consider sales and 45 percent consider labor supply for forecasting, and (5) 34 percent forecast requirements for all employee groups. Nineteen case studies are included, focusing on a description of the reporting unit, interesting features of their forecasting techniques, and description of techniques. Data collection instruments and a discussion of the methodology are included in the appendix. (EM)

ED 026 522 VT 007 612

Schmitt, Marshall L. Taylor, James L.
Planning and Designing Functional Facilities for Industrial Arts Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—OE-51015

Pub Date 68

Note—35p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.251:51015, \$4.5).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Design Needs, Design Preferences, *Educational Facilities, *Facility Guidelines, *Facility Requirements, *Industrial Arts, Physical Environment, School Planning, *School Shops

This publication's purpose is to provide assistance in the planning of industrial arts facilities through suggestions and guidelines for functional space utilization and meaningful educational specifications. It is one of a series on specialized areas of the school plant. Chapter headings include "Educational Trends and the Emerging Industrial Arts Program," "Planning the Industrial Arts Program," "Space and Facilities Needed," and "Planning the General Physical Environment." Also included are 28 safety and health precautions, 11 general guidelines, 23 specific guidelines, and 59 references. (EM)

ED 026 523 08 VT 007 679

Wenrich, Ralph C. And Others

A State Program for the Development of Persons for Leadership Roles in the Administration of Local Programs of Vocational and Technical Education. Final Report.

Michigan Univ., Ann Arbor. Div. of Vocational and Technical Education.

Bureau No.—BR 5-0150

Pub Date Aug 68

Grant—OEG-3-6-050150-0559

Note—83p.

EDRS Price MF-\$0.50 HC-\$4.25

Descriptors—*Administrative Personnel, Bibliographies, Control Groups, Experimental Groups, Internship Programs, *Leadership Training, Longitudinal Studies, Predictive Ability (Testing), Program Descriptions, *Program Evaluation, Questionnaires, School Districts, *State Programs, Summer Workshops, Supervisors, Technical Education, Vocational Directors, *Vocational Education

Identifiers—Michigan

The vocational education leadership behavior of graduates from an 8-week summer workshop who completed a year-long internship was observed to evaluate the training program and to develop an objective formula for selection of personnel for effective leadership roles. The 71 graduates for the school years 1964-67 were compared with the 48 member control group which consisted of men interviewed but not selected for training. The leadership scores obtained indicated that the trained groups improved at a greater rate on the leadership variables measured than the control groups. It was impossible to separate the effects of training from the effects of selection when accounting for this improvement in leadership behavior. A prediction equation was developed which accounted for 25 percent of the variation in the leadership behavior measured. Some study highlights were: (1) An objective and quantitative measure of leadership behavior was obtained, (2) The selection procedure and training program accounted for impressive gains in leadership behavior, and (3) The combination of the 8-week summer workshop and the year-long internship was superior to the internship alone. (DM)

ED 026 524 08 VT 007 682

Institute for Home Economics Teachers on Initiating, Developing and Evaluating Programs at the Post High School Level to Prepare Food Service Supervisors and Assistants to Directors of Child Care Services. Volume II: A Post-High School Program in Child Care Services Vocational Education in Home Economics. 1966-67.

Georgia Univ., Athens. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR 6-2258

Pub Date [67]

Grant—OEG-2-6-062258-9725

Note—170p.

EDRS Price MF-\$0.75 HC-\$8.60

Descriptors—*Bibliographies, *Child Care Occupations, *Child Care Workers, Child Development, Curriculum, *Curriculum Development, Educational Facilities, *Educational Programs, Instructional Materials, *Occupational Home Economics, Occupational Information, *Post Secondary Education, Program Planning, Skill Analysis, Teaching Methods

The institute was designed to provide information and some ability in initiating, developing, and evaluating programs at the post-high school level to prepare assistants to directors of child care services. An analysis of jobs in child care services indicates that there are many jobs for all levels of training. A difference between the existing and desired levels of training for employees indicates a need to up-grade child care personnel, particularly at the technical or subprofessional level. Job descriptions, competencies for child care workers, and curriculum for child care services are outlined. A curriculum designed to prepare individuals for employment in child care services in day-care centers, nursery schools, children's institutions, medical institutions and recreational facilities lists necessary course work at a junior college or area vocational technical school. Instructional materials are designed to develop concepts of developmental tasks and characteristics of children, environmental influences, child care services and personnel, program criteria, equipment and supplies, employee and employer characteristics, and personal professional development. They are presented in tabular form specifying content, experiences, evaluation and resources. Related materials are available as VT 003 400. (FP)

ED 026 525 VT 007 702

Farnes, Herbert S., And Others

The Pre-Retirement Years: A Longitudinal Study of the Labor Market of the Cohort of Men 45-59 Years of Age. Vol.1.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Oct 68

Note—303p.

EDRS Price MF-\$1.25 HC-\$15.25

Descriptors—*Adults, Economic Factors, Employee Attitudes, *Employment Experience, Employment Patterns, Family Characteristics, Health Conditions, Individual Characteristics, Job Satisfaction, Job Tenure, Labor Economics, *Labor Force, *Males, *Occupational Mobility, Retirement, Social Factors, Unemployment, Vocational Education, Wages, Work Attitudes

Identifiers—National Longitudinal Labor Market Surveys, National Longitudinal Surveys

Part of the National Longitudinal Surveys which will also examine the labor market experience over a 5-year period of women aged 30-44 and young men and women 14-24 years of age, this first report analyzes a large number of economic, social, and psychological variables. It seeks to describe and explain variations in the labor market position of the males who were between the ages of 45-59 at the time of the initial interview in mid 1966. Forthcoming annual surveys of this same cohort will allow analysis of labor market experience and behavior, including mobility, over time. Data were derived from personal interviews with a multi-stage probability sample of 5,043 males in the civilian noninstitutional population. Attitudinal measures were included in the questionnaire. Some conclusions were: (1) There is hardly a dimension of labor market behavior in which black men and white men do not differ, although these differences disappear in some cases when occupation is controlled, and (2) The presence of health problems is related to low labor force participation, high unemployment, low commitment to work, high propensity to retire, low rates of pay (even within major occupation groups), and relatively more dissatisfaction with current job. Numerous tables are included. (ET)

ED 026 526 08 VT 007 723

Rull, Marvin H. Moore, Richard O.

A Demonstration Training Program for Potential School Dropouts. A Service Station Training School for Dropout-Prone Students.

Quincy Public School District No. 172, Ill.; Southern Illinois Univ., Edwardsville.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR 5-0003

Pub Date Aug 68

Contract—OEC-5-85-053

Note—82p.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—Control Groups, Demonstration Programs, *Dropout Prevention, Job Placement, Job Training, Performance, Program Descriptions, Program Effectiveness, Student

Attitudes, Student Evaluation, *Training Laboratories, *Vocational Development, *Vocational Education, *Work Experience Programs

Identifiers—Curriculum Demonstration Program, Illinois, Quincy Public Schools, *Service Station Training School

One phase of the curriculum demonstration program sponsored jointly by the Quincy Public Schools and Southern Illinois University is the Service Station Training School described within this report. The Service Station Training School was one of several sheltered work stations which were developed to provide preemployment experiences and training for dropout prone students. Objectives of the program included: (1) reduction of dropout rate by making in-school experiences more meaningful, (2) preemployment classroom training prior to actual need for employment, (3) an opportunity to emphasize desirable work habits and attitudes, and (4) motivation of the student by providing a wage earning opportunity in connection with his school experience. The Service Station Training School has served approximately 100 students since its beginning—approximately 30 within any one school year. Followup of students completing the program indicate that only three are employed in work allied to the service station; however, none are listed as unemployed. (CH)

ED 026 527 08 VT 007 753
Miller, Carroll H.

A Pilot Project for Vocational Guidance in Economically Underdeveloped Areas.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Guidance Services.

Bureau No—BR 5-0114

Pub Date 68

Contract—OEC-6-85-042

Note—48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—Depressed Areas (Geographic), Disadvantaged Youth, Dropouts, Educational Planning, Employment Opportunities, High School Graduates, Mobile Educational Services, Noncollege Preparatory Students, Occupational Choice, *Occupational Guidance, Occupational Information, Occupations, *Pilot Projects, Program Descriptions, *Vocational Counseling, *Vocational Development

Identifiers—*Illinois

The purpose of this project was to establish a demonstration program to provide guidance services for: (1) non-college bound high school seniors, (2) recent high school graduates currently unemployed, and (3) former high school students who had dropped out of school within 3 years of initiation of the project. Specific objectives included: (1) provision of information regarding jobs and training opportunities, as well as sources of assistance, (2) personal counseling interviews to assist in developing an understanding of the labor market, and (3) assistance in the vocational development of the individual. The project was implemented in the 12 southern-most counties of Illinois and was extended over a 3-year period. An evaluation of the project indicated definite success in stimulating leadership for the schools involved, and adoption of selected practices by other counties and other states; however, the influence of the project upon the lives of individual students could not be quantitatively described. A 5-year follow up is considered. (CH)

ED 026 528 VT 007 754

A Report by the Governor's Task Force on Vocational and Technical Education.

Ohio Governor's Task Force on Vocational and Technical Education, Columbus.

Pub Date 9 Jan 69

Note—52p.

EDRS Price MF-\$0.50 HC-\$4.70

Descriptors—*Advisory Committees, Dropout Prevention, Educational Demand, Educational Equality, Educational Finance, Educational Legislation, *Educational Needs, Educational Opportunities, Educational Planning, Educational Problems, Educational Responsibility, Educational Strategies, Educational Supply, Political Issues, *Program Evaluation, Program Proposals, State Action, State Legislation, State Programs, *Technical Education, *Vocational Education

Identifiers—Governors Task Force on Vocational and Technical, *Ohio

On July 19, 1968, a Task Force on Vocational and Technical Education was created by the governor of Ohio to develop proposals for organization, financing, and legislation. Some major problems to which the Task Force gave attention were: (1) the serious gap between the need for and the availability of vocational and technical education, (2) the lack of relevancy of the present system of education, (3) the unemployment problem of many young people because of lack of job training and skills, (4) the lack of opportunity for adult vocational or technical training, (5) the need for school district reorganization, (6) the lack of liaison between public education and industry, and (7) the relationship of job availability and the supply of trained persons to the future economic growth of Ohio. Some recommendations were: (1) initiation of a massive information program on vocational and technical education, (2) the alliance and identification of technical education with higher education, (3) organization of joint vocational school districts on a complete county or multi-county basis, (4) greater availability of vocational education facilities, (5) certification of teachers with a trade or industrial background and a minimum of formal teacher-training, and (6) distribution of state funds on the basis of need. (DM)

ED 026 529 08 VT 007 756
Sidney, Howard

Methods of Teaching Agricultural Occupations in Community Colleges and Area Vocational Schools. Final Report.

State Univ. of New York, Cobleskill. Agricultural and Technical Coll.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-8-0008

Pub Date Aug 68

Grant—OEG-0-8-08008-1889(085)

Note—91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—*Agricultural Education, Agricultural Occupations, Area Vocational Schools, Communication (Thought Transfer), Community Colleges, Curriculum Development, Educational Facilities, Educational Needs, Educational Objectives, *Educational Planning, Faculty, Inservice Teacher Education, Instruction, Leadership Training, *Post Secondary Education, *Technical Education, Work Experience

Identifiers—Regional Seminars Teaching Agricultural Occupations

Twelve 3-day regional seminars were held from November 13, 1967 to June 14, 1968 to assist educators at the post-high school level to: (1) determine the need for agricultural programs, (2) plan and develop curriculums, (3) investigate supervised occupational experiences, (4) assist in the development of leadership characteristics, (5) evaluate facilities for instruction, (6) help train faculty for vocational-technical programs, (7) communicate with administrators, high school teachers, 4-year college faculty, and the general public, and (8) provide guidelines for agricultural-technical programs. The seminars were attended by 435 state supervisors of agriculture, teacher educators, state directors, and personnel in post-secondary agricultural institutions from 44 states and Washington, D.C. Some general conclusions were: (1) The public is demanding supervised occupational experience for students enrolled in vocational-technical education, (2) Students are receiving better instruction at the high school level, (3) There is a trend in post-high school curriculums for cooperation among the various vocational services, (4) There is increasing need for agricultural management ability, and (5) Areas served by community colleges should be large enough to support sound technical programs. (DM)

ED 026 530 24 VT 007 774

Gurin, Gerald

Inner-City Negro Youth in a Job Training Project: A Study of Factors Related to Attrition and Job Success. Final Report.

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0075

Pub Date Dec 68

Contract—82-21-14 OEC-5-10-243

Note—155p.

EDRS Price MF-\$0.75 HC-\$7.85

Descriptors—*Adult Vocational Education, Basic Skills, Evaluation, Experimental Programs, Functional Illiteracy, *Individual Characteristics, Motivation, *Negro Youth, Out of School Youth, Student Attitudes, *Success Factors, Underemployed, Unemployed, Urban Dropouts, Vocational Followup

Identifiers—Chicago, Manpower Development and Training Act Programs, MDTA Programs, *Project Jobs

Results of a study of an experimental and demonstration job training project (Chicago JOBS Project) for approximately 1,500 underemployed "functionally illiterate" inner-city Negro youth are reported. The project, which lasted from September of 1963 to the summer of 1964, included basic education, vocational training, and group and personal counseling. The study focused on individual rather than program factors related to success, using data derived from questionnaires and interviews with 339 trainees, their mothers, job supervisors, and project staff. A secondary focus of the study was more on the training program itself and reactions of the trainees to the different aspects of the program. Trainees were interviewed upon entering the project, at its completion, and again six to nine months after leaving it. Among the conclusions were: (1) Skill training is clearly the most significant aspect of these manpower programs, even when heavy emphasis is placed on other things, (2) Basic education components of these programs must focus around content that is clearly and obviously job-related, (3) The counselor's personal interest, sympathy, and supportive functions may be more important than the more formal socializing functions, and (4) While the post-training employment of program completers was more regular than that of dropouts, there were no significant wage differences. (ET)

ED 026 531 08 VT 007 776

Cook, Fred S. Shapiro, Edward Gary

Factors Associated with Successful Adaptation to the Secretarial/Stenographic Role.

Wayne State Univ., Detroit, Mich. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR 6-2181

Pub Date Oct 68

Grant—OEG-3-6-062181-2079

Note—451p.

EDRS Price MF-\$1.75 HC-\$22.65

Descriptors—Attitudes, Educational Background, Employee Responsibility, Employer Employee Relationship, Employment Experience, Individual Characteristics, Job Satisfaction, Job Skills, *Office Occupations Education, Performance Factors, Questionnaires, *Secretaries, Skill Analysis, Social Characteristics, *Stenographers, *Success Factors, *Vocational Adjustment

Identifiers—Michigan Bell Telephone Company

This document is a final report of a 2-year research project that evolved from a 1965 Delta Pi Epsilon Research Training Conference and was funded in 1966 for a 2-year period by the U. S. Office of Education. The specific objectives were to identify successful secretaries, analyze which variables contributed to secretarial success, identify factors relevant for the education and training of secretaries, and develop possible variables and research designs that might be utilized in subsequent studies in this area. A single publicity, Michigan Bell Telephone Company, was selected as the only practical source available for data collection. Primary data were secured from employees of 67 work groups composed of secretaries, supervisors and other clerical workers. A total of 70 findings which are discussed in detail in the report are divided into 10 major areas: (1) Beliefs about Secretaries, (2) Social Characteristics, (3) Education of Secretaries, (4) Occupational History, (5) Secretarial Skills, (6) Job Characteristics of Secretary, (7) Personality Characteristics, (8) Job Satisfaction, (9) Characteristics of the Work Group, and (10) Supervision. Eighteen major conclusions were drawn from the findings. (AUTHOR/MM)

ED 026 532 VT 007 781

A Guide for Developmental Vocational Guidance

Grades K-12

Oklahoma State Dept. of Education, Oklahoma City, Dept. of Vocational Technical Education.

Pub Date 68

Note—168p.

EDRS Price MF-\$0.75 HC-\$7.50

Descriptors—Activity Units, *Classroom Guidance Programs, *Developmental Guidance, Elementary Schools, Guidance Functions, Guidance Objectives, Occupational Guidance, *Occupational Information, *Resource Guides, Secondary Schools, *Vocational Development Identifiers—Oklahoma

The purpose of this guide is to share with teachers, administrators, and counselors recommendations involving some facets of child development and some basis for vocational decision making. Vocational guides are presented for Grades K-3, Grades 4-6, Grades 7-9, and Grades 10-12. Elements of each guide include: Introduction; objectives of vocational guidance, both general and specific; suggested activities; activity models including goals, activities, and resource materials; descriptive information on occupational clusters; periodicals and journals, and additional resources. (CH)

ED 026 533

VT 007 782

Eckstein, Otto

Education, Employment, and Negro Equality.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Oct 68

Note—26p.; Speech presented at Seminar on Manpower Policy and Program (Washington, D.C. April 18, 1968).

Available from—Manpower Administration, U.S. Department of Labor, 14th Street and Constitution Ave., N.W., Washington, D.C. 20210

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Education, *Employment, Equal Education, *Equal Opportunities (Jobs), Job Development, Negro Achievement, *Negroes, Parent Responsibility, *Racial Discrimination, Speeches

An examination of the Negro unemployment problem, an explanation of an ultimate Negro objective of economic equality, and an overview of their present status is given. Within all occupational categories Negroes, on the average, have worse jobs at lower rates of pay. This is revealed even in broad occupational categories such as professional, white collar, and blue collar. To maintain their present rate of progress, Negroes will need increased high school and college attendance and completion in both absolute and relative numbers. The low rate of high school completion is the greatest single obstacle to economic equality. A policy to promote economic equality might include: (1) special federal grants based on performance set up to reward school districts whose outstanding job of helping children of the poor can be empirically measured, (2) an increase by colleges of their active research for Negro applicants, (3) an increase in parental encouragement and help, and (4) redesigning of jobs by employers. Economic progress may accelerate if Negro entrepreneurship and community responsibility in educational and manpower programs are increased. (EM)

ED 026 534

08

VT 007 814

Campbell, Robert E. And Others

Vocational Guidance in Secondary Education.

Results of a National Survey. Research 36.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-7-0158

Pub Date Dec 68

Grant—OEG-3-7-00158-2037

Note—180p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$2.75).

EDRS Price MF-\$0.75 HC-\$9.10

Descriptors—Administrator Attitudes, Counselor Attitudes, Counselor Functions, Counselor Training, *Educational Status Comparison, Guidance Objectives, *Guidance Services, *National Surveys, *Occupational Guidance, Occupational Information, Parent Attitudes, Program Planning, Questionnaires, *Secondary Schools, Student Attitudes, Teacher Role

A national survey of vocational guidance in secondary education was conducted in the fall of 1966. The purposes of the survey included: (1) to describe the present status of guidance in public secondary schools in terms of services, functions of counselors, and student contact, (2) to provide a reference point for future surveys, (3) to com-

pare the viewpoints of school administrators, counselors, teachers, students and parents on guidance issues, (4) to compare guidance programs by type of secondary school, (5) to identify needed changes in the professional education of the counselor, and (6) to identify needed research in program planning. Six types of public secondary schools were surveyed: urban comprehensive, rural comprehensive, urban general academic, rural general academic, urban vocational, and are vocational-technical. Principals, counselors, teachers, parents, and students representing 355 schools from 48 states returned a total of 6,484 completed questionnaires. The survey findings were reported in 62 tables. Detailed comparisons were made both by type of respondent and type of school, as well as broader analyses of major issues. (CH)

ED 026 535

VT 007 816

Research Implications for Educational Diffusion: Major Papers Presented at National Conference on Diffusion of Educational Ideas (East Lansing, Michigan, March 26-28 1968).

Michigan State Univ., East Lansing.; Michigan Vocational Education Research Coordinating Unit, Lansing.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 68

Note—193p.

Available from—Research Coordinating Unit, Vocational Education Division, Michigan Department of Education, Lansing, Michigan (single copies without charge).

EDRS Price MF-\$0.75 HC-\$9.75

Descriptors—Adoption (Ideas), Bibliographies, Change Agents, Communication (Thought Transfer), *Conference Reports, *Diffusion, *Educational Change, Educational Innovation, *Educational Research, Evaluation, Information Dissemination, Research Needs, Research Opportunities, *Research Utilization, School Organization, Speeches, Vocational Education Identifiers—*National Conference Diffusion Educational Ideas

A condensed synthesis of research needs on educational diffusion is provided in the five papers presented at the National Conference on Diffusion of Educational Ideas at Michigan State University in East Lansing, Michigan on March 26-28, 1968. One major paper was presented in each of the five half-days of the conference with time for discussion and exploration of its implications. The 60-70 participants invited represented university researchers, coordinators and administrators of educational research, and diffusion and organization researcher who had not been involved in educational diffusion research. The major papers presented were: (1) Summary and Critique of Educational Diffusion Research, by Richard O. Carlson, (2) Needed Research on Research Utilization, by Ronald Lippett and Ronald Havelock, (3) Needed Research on Diffusion within Educational Organizations, by Everett M. Rogers and Nemi Jain, (4) Innovative Methods for Studying Innovation in Education, by Nan Lin, and (5) Implications for Practice from Research on Educational Change, by Richard I. Miller. (DM)

ED 026 536

VT 007 817

Kapes, Jerome T.

Exploring the Use of the GATB with Vocational-Technical Bound Ninth Grade Boys. Research Series, Number 3.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Jan 69

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Admission Criteria, *Aptitude Tests, Grade 9, Grade 10, Longitudinal Studies, *Motor Development, *Predictive Ability (Testing), Predictive Measurement, Success Factors, Vocational Counseling, Vocational Education

Identifiers—GATB, *General Aptitude Test Battery

This report presents the initial investigation of a longitudinal research effort to study various factors related to current development. The value of this study is its potential value in increasing the understanding of circumstances under which cer-

tain behaviors occur. In particular, this study has attempted to evaluate the usefulness of the General Aptitude Test Battery (GATB) in providing valid information to ninth grade students who are considering entrance into the senior high school vocational curriculum. The study was conducted using a sample of 92 10th grade boys in the 14 vocational shops of the Altoona area vocational-technical school. Based on the findings of this study, it appears that the GATB does provide useful information for the ninth grade student who is contemplating entrance into the senior high school vocational curriculum. Also, it can be hypothesized that the GATB is superior to other aptitude measures in predicting shop achievement because it contains manipulative as well as cognitive aptitudes. Its value to counselors may thus lie in its ability to assess youngsters' potential motor skill development. (CH)

ED 026 537

08

VT 007 825

Meckley, Richard F. And Others

A Guide to Systematic Planning for Vocational and Technical Schools. Research 22.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR 7-0158

Pub Date Dec 68

Grant—OEG-3-7-000158-2037

Note—33p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$1.50).

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Critical Path Method, *Guidelines, *Program Planning, Scheduling, *School Planning, Sequential Approach, *Vocational Schools

Identifiers—PERT, Program Evaluation and Review Techniques

A school planning scheme involving 46 principle activities which occur over a 38-month period is presented. This scheme was developed for individuals responsible for the planning of vocational and technical schools, i.e., supervisors, state staff, university school plant planners, architects, and local school administrators. The activities represent the major sequential tasks involved in the combined process of program and facility planning. Program Evaluation and Review Techniques (PERT) is the mode of organizing and presenting the activities, which includes a chart relating each activity and its description to PERT event numbers and to time-sequence month numbers. A fold-out time-sequence chart, glossary, and the selected bibliography are included. This is one of a series of guides for the planning of instructional area facilities for occupational preparation programs. (EM)

ED 026 538

VT 007 834

Rundquist, Edward A.

Course Design and Redesign Manual for Job Training Courses (First Edition). Research Report SRR 66-17.

Naval Personnel Research Activity, San Diego, Calif. Navy Training Research Lab.

Pub Date Jan 67

Note—103p.

EDRS Price MF-\$0.50 HC-\$5.25

Descriptors—Course Content, *Course Evaluation, *Course Organization, *Curriculum Design, Educational Objectives, Instructional Design, Instructional Improvement, *Job Training, Lesson Plans, *Manuals, Standards, Student Evaluation, Task Analysis

Identifiers—Navy Training Research Laboratory

The course design project was initiated for two reasons: (1) to discover why training courses generally are not designed or improved in accordance with seemingly obvious principles, and (2) to develop a systematic approach to course design that would result in the application of such principles. The major changes to be found in this revision concerned a criterion for stating on-the-job tasks which simplify the design process, greater emphasis on the role of tests in the feedback loop, a new point of view on the statement of objectives, and a general clarification of the steps in the design and redesign process. The 10 steps of the redesign process are: (1) state the course mission, (2) identify the tasks to be learned, (3) establish gross job entry standards for inventory tasks, (4) group the tasks for in-

structural planning purposes, (5) develop training exercises for each task, (6) state tentative end-of-course objectives, (7) develop lesson plans, (8) integrate lesson plans within and across instructional units, (9) conduct course and evaluate attainment of end-of-course objectives, and (10) improve the course. (CH)

ED 026 539

VT 007 836

Finch, Curtis R.

The Development of an Instrument to Measure Student Attitude Toward Individualized Shop and Laboratory Instruction. Vocational-Industrial Education Research Report. Research Series No. 2.

Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.; Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Pub Date Jan 69

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Attitude Tests, Individualized Curriculum, *Industrial Education, School Shops, Secondary School Students, *Student Attitudes, *Teaching Methods, Test Reliability, Test Validity

Identifiers—*Shop and Laboratory Attitude Inventory

The primary objective of this study was to develop an instrument to measure student attitudes toward individualized and laboratory instruction during a specific period of instruction such as an hour, day, week, or month. Positive and negative statements relating to these attitudes were developed and screened by five professors. The resulting 50 statements were randomly ordered and a Likert scale was used to collect student responses. Pilot test results involving 60 students were item analyzed and three items were deleted. A reliability coefficient of .918 and a mean intra-item correlation of .18 were obtained. Other statistical tests were conducted using other students. The "Shop and Laboratory Attitude Inventory" is included. (EM)

ED 026 540

VT 007 873

National Survey of Indexing and Retrieval Procedures in Vocational-Technical Education Research Coordinating Units.

Wisconsin Departmental Research Center for Vocational Education, Madison.

Spons Agency—Wisconsin Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Jan 69

Note—50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—Cataloging, Classification, *Indexing, Information Dissemination, *Information Retrieval, *Information Services, *Information Systems, National Surveys, Questionnaires, *Research Coordinating Units, *Vocational Education

The study was conducted to gather information to assist Research Coordinating Units (RCU's) to develop information dissemination procedures. Questionnaires regarding procedures for indexing and retrieving information, which included 10 questions to be answered "yes", "no", or "plan to" and three open-ended items, were sent to the RCU's. Returns from the 46 approved RCU's were used in the study. Thirty-seven offered information dissemination services on request and an additional five planned to offer such services. Four of the RCU's offering dissemination services used computer services and 11 others either offering or intending to offer dissemination services planned to utilize computer services. RCU's located in universities used and planned to use computers to a greater extent than RCU's located in state departments. Only a small percentage of RCU's were using ERIC's thesaurus descriptors as a base for indexing documents, and traditional library card cataloging procedures were prevalent searching methods. Further study of the feasibility of using bound indexes where computers are not yet available and of grouping materials into broad categories was recommended. Sample materials from various RCU's are presented in the appendixes. (JK)

ED 026 541

VT 007 883

Sheppard, Harold L. Belitsky, A. Harvey
Promoting Jobfinding Success for the Unem-

ployed. Studies in Employment and Unemployment.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date Apr 68

Note—23p.

Available from—W.E. Upjohn Institute for Employment Research, 1101 Seventeenth Street, N.W., Washington, D.C. 20036 (single copies without charge).

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Anxiety, *Behavior Patterns, Blue Collar Occupations, Employment Services, *Job Applicants, Job Application, Motivation, *Unemployed

This brief summary of a much larger empirical study presented in the authors' book, "The Job Hunt: Job-Seeking Behavior of Unemployed Workers in a Local Economy," is presented to call wider attention to some of the more unique and critical aspects of the larger report. The original study, conducted in Erie, Pennsylvania in 1964, involved a sample of 455 male and female blue-collar workers. The study focused on: (1) differences in jobseeking behavior among skilled, semiskilled, and unskilled workers, between old and young workers, and between men and women, (2) the relative effectiveness of the various sources of job information used by job-seekers, and (3) whether the social-psychological factors of achievement motivation, achievement values, and job interview anxiety played a role in the jobseeking behavior of unemployed workers. Among the many findings were: (1) Reemployment success was greatest among those who did not avoid applying to certain companies and who used a wide-ranging job-hunt approach, (2) Social-psychological factors determined, in part, how early unemployed workers began their job search, their method of choosing companies at which to check, the number of companies at which to apply, and other behaviors, and (3) Workers finding new jobs through the State Employment Service had lower motivation and higher anxiety than workers finding new jobs through other techniques. (ET)

ED 026 542

VT 007 887

The Influence of MDTA Training on Earnings. Manpower Evaluation Report No. 8.

Manpower Administration (DOL), Washington, D.C.

Pub Date Dec 68

Note—40p.

Available from—Manpower Administration, U.S. Department of Labor, 14th Street and Constitution Ave., N.W., Washington, D.C. 20210.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—*Adult Vocational Education, Economic Status, Employment Experience, *Graduate Surveys, Individual Characteristics, Mobility, *Program Effectiveness, Vocational Followup, *Wages

Identifiers—*Manpower Development and Training Act Programs, MDTA Programs

Accumulated data on the record of more than 100,000 persons who completed Manpower Development and Training Act institutional training during 1965 and 1966 and who were reported as employed following their training were used in this report. The study examined the effectiveness of the training program in upgrading its graduates and, in so doing, enhancing their earning capacities. The results of study reaffirm the finding of an earlier study involving only 12,000 trainees, which showed a general upward shift in overall hourly earnings following training as compared with pretraining earnings levels, but with differing impact upon various component groups. Some of the findings were: (1) Overall, median earnings for employed graduates were \$1.73 per hour after training compared with \$1.44 before training — an increase of 20 percent, (2) Special tabulations made for graduate trainees who were family heads showed a greater advance in earnings levels than for the trainee group as a whole, (3) Non-white family heads also had greater earnings gains, compared with the group as a whole, and (4) Over one of every four trainees moved laterally within the same earnings level, while one of every six retrogressed to a lower earnings level — many of these, however, represented displaced workers who of necessity had to learn new skills. Twelve tables are included. (ET)

ED 026 543

72

VT 007 918

Perlbarg, A. And Others

Preparation of Teachers for Vocational-Technical Schools in Israel. Final Report.

Technion-Israel Inst. of Technology, Haifa (Israel).

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-1392

Pub Date Dec 68

Contract—OEC-5-21-009

Note—112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—Educational Administration, *Foreign Countries, Inservice Education, Professional Recognition, Student Teaching, Teacher Certification, *Teacher Education, Teacher Education Curriculum, Teacher Educators, Teacher Interns, Teacher Recruitment, *Technical Education, *Vocational Education, *Vocational Education Teachers

Identifiers—*Israel, Technion-Israel Institute of Technology

This study attempts to solve the problem of Israel's shortage of qualified teachers for vocational and technical schools by analyzing the problems contained in their preparation, and by suggesting an appropriate program of studies for them, along with recommendations for its effective use. Analysis of the general as well as the vocational and technical educational system in Israel provides a basis for an evaluation of the teacher preparation for vocational and technical education in that country. The problems in Israel of vocational teachers' certification requirements, the status of vocational education, and the sources and recruitment of vocational and technical teachers, are considered in the program that is recommended for technical teachers in engineering and related subjects in electronics and mechanical engineering. Specific recommendations include a need to raise the status of the vocational teacher, to stress scientific and technical subject matter mastery, and to offer occupational experience along with professional education preparation. (MU)

ED 026 544

08

VT 007 924

Martin, Ann M.

A Multimedia Approach to Communicating Occupational Information to Noncollege Youth. Technical Report.

Pittsburgh Univ., Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0162

Pub Date Dec 67

Contract—OEC-6-85-052

Note—280p.

EDRS Price MF-\$1.25 HC-\$14.10

Descriptors—Audiovisual Aids, Behavior Theories, Career Planning, Culturally Disadvantaged, Guidance Programs, Guidance Services, High School Students, *Learning Theories, *Multimedia Instruction, *Noncollege Preparatory Students, *Occupational Guidance, Occupational Information, Questionnaires, Surveys, *Teaching Models, Vocational Counseling, Vocational Development

The central purpose of the project's research efforts is its concentration on: (1) the placing of career development of noncollege bound in a learning theory framework, (2) how to communicate with and motivate the noncollege bound, and (3) the development of materials and techniques designed to provide the kind of stimulus that will permit an increase in the motivational levels of students and create conditions for the learning of those behaviors important to career planning and choice. A behavioral model on which to base guidance materials was developed by the project. This model includes three components that ought to be considered in conjunction with one another and are dependent upon one another namely, an informational component, a behavioral component, and a media component. These components allow a broad base for determining what career information is to be communicated and how it is to be communicated for a given guidance objective. Guidance curriculum units consisting of sample film modules and slide tapes for grades 8 through 12 were developed for use with noncollege disadvantaged youth. Audio-visual and other ancillary materials are in the planning and development stages. (CH)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ————— ED 013 371

Ability Grouping

- Ability Grouping. ED 025 811
Group Use and Other Aspects of Programmed Instruction. Final Report. ED 025 944

Able Students

- An Exploratory Investigation of Certain Affective Behaviors Associated with the Learning of Science. ED 026 248

Abstracting

- Transmission Fidelity in Document Systems. ED 026 083

Abstract Reasoning

- A Methodology for Fostering Abstract Thinking in Deprived Children. ED 026 131

Abstracts

- Annual Report of the National Science Foundation on Contract NSF-C414 Task III July 1966 through June 1967. ED 026 244
Education Abstracts - Burma. ED 025 987
Family Relations and Child Development; Home Economics Research Abstracts 1967. ED 026 502
Manpower Research Projects Sponsored by the U.S. Department of Labor... Through June 30, 1968. ED 026 507

Academic Achievement

- An Assessment of Science Achievement of Five- and Six-Year Old Students of Contrasting Socio-Economic Backgrounds. ED 026 271
Cooperation, Aggression and Learning in a Bi-Racial Classroom (The Socialization of Academic Behaviour Among Negro Junior High School Students). Final Report. ED 026 442
The Disadvantaged Student in Graduate School Master's and Doctoral Degree Programs in Predominantly Non-Negro Universities. ED 026 021
Final Report on an Independent Study Program for the Academically Able. ED 025 810
First Grade Entrance Variables Related to Achievement and Personality. A Study of Culturally Deprived Fourth Graders. ED 026 229
The Harvard-Yale-Columbia Intensive Summer Studies Program. The Disadvantaged Student in Graduate School.

- Intellect and Commitment: The Faces of Discontent. ED 026 020

- Pupil Attitudes and Pupil Achievement Resulting from Certain Biological Sciences Curriculum Materials. ED 025 996

- The Responses of Economically Advantaged and Economically Disadvantaged Sixth Grade Pupils to Science Demonstrations. ED 026 259

- Science Education Information Report, General Bibliography Series 15, Achievement. ED 026 281

- Social Class, College Contexts, and Educational Attainment: Social Class and College Dropout. ED 025 795

- A Study of the Effect of Socioeconomic Factors on the School Achievement of Spanish-Speaking School Beginners. ED 026 217

- Verbal-Numerical Achievement in a Required College Physical Science Course and Some Personality Correlates. ED 026 267

Academic Aspiration

- The Northwest Missouri State College Studies; Volume XXVII, Number 3, Educational and Occupational Aspirations of High School Seniors, Part I. ED 026 461
The Northwest Missouri State College Studies. Volume XXVII, Number 4; Educational and Occupational Aspirations of High School Seniors, Part II. ED 026 462

- Urban-Rural Problems. Contemporary Social Problems Series. ED 026 177

Academic Education

- Attitude of Community College Instructors Toward Student Groups as a Function of Certain Teacher Characteristics. ED 026 072
The Future Academic Community: Continuity and Change. ED 025 812

Academic Performance

- On the Modeling of Relationships between Performance and Resource Management in an Urban School District. ED 025 839
A Study of the Relationship of Selected Institutional Characteristics of the Junior College of Origin to the Academic Performance of Public

- Junior College Transfer Students in Four Universities in the University System of Florida. ED 026 041

Academic Probation

- An Analysis of the Courses Failed by Freshmen Students on Academic Probation. ED 026 064

Accounting

- Some Economic Considerations and a Procedure for a University Cost Study. ED 025 847

Accreditation (Institutions)

- Accreditation in Dental Hygiene. ED 026 453
Criteria for the Evaluation of Educational Programs in Nursing Leading to an Associate Degree. Revised Edition. ED 026 471
Essentials of an Acceptable School for Medical Record Technicians. ED 026 478
Essentials of an Acceptable School for Certified Laboratory Assistants. ED 026 479
Essentials of an Acceptable School of Cytotechnology. ED 026 480
Guide Book for an Approved School of Inhalation Therapy. ED 026 511
School Personnel Made Eligible for Initial Certification Through Mat Programs; A Directory of Institutions, with Data. ED 026 348

Acculturation

- Education and Primary Development in Malaya 1900-1940; A Study of the Malay Community. Final Report. ED 026 401
The Study of Migrants as Members of Social Systems. ED 026 159

Achievement

- The Ability to Conserve Quantity of Liquid and Its Relationship to Socio-Economic Background, Intelligence, and Achievement Among Selected Fourth Grade Pupils. ED 026 266
An Analysis of Research on Instructional Procedures in Secondary School Science, Part I--Outcomes of Instruction. ED 026 287
An Integrated Two Year Chemistry-Physics Course Compared with Consecutively Taught Separate Courses.

- ED 026 260
Los Angeles Unified School District Esea Title I Components-Evaluation Reports. Division of Secondary Education.
- ED 025 800
Predictors of Achievement for Educable Mentally Retarded Children. Final Report.
- ED 025 885
Science Education Information Report, General Bibliography Series 15, Achievement.
- ED 026 281
- Achievement Gains**
Cloze Residual Gain-A Technique for Measuring Learning Through Reading. ED 026 227
Some Approaches to Meeting Cultural Deprivation in Students Entering Small Rural Schools. ED 026 181
- Achievement Rating**
Student Educational Growth During the First Two Years of College. ED 025 785
- Achievement Tests**
A Factor Analysis of Project Talent Tests and Four Other Test Batteries. Project TALENT. ED 025 819
Student Educational Growth During the First Two Years of College. ED 025 785
- Acoustics**
Design Criteria for Learning Spaces. Seating - Lighting - Acoustics. ED 025 931
- Activism**
Reform in Higher Education-Goals of the Right and of the Left. ED 026 016
Student Activism and the Junior College Administrator: Judicial Guidelines. ED 026 039
The Student as Private Citizen. ED 026 010
Student Politics and Higher Education in the United States: A Select Bibliography. ED 025 797
Who Are Members of the University Community? ED 026 011
- Adaptation Level Theory**
Appendix E. General Adaptive Strategies. ED 026 310
- Adjustment (to Environment)**
Rural to Urban Adjustment ED 026 157
- Adjustment Problems**
Recognized Problems of Single Girls in Iowa Entering the Work World Following High School Graduation. ED 026 482
- Administration**
Cooperative Agreements Between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968). ED 025 864
Proceedings of a Workshop to Study Eleven Problems Common to Independent Schools. Final Report. ED 026 025
Report on Operations and Results of Special Educational Programs for Educationally Handicapped Minors. ED 025 875
Science Education Information Report, General Bibliography Series 18, Legislative Acts and Reports, Administration and Supervision, Science Facilities. ED 026 284
- Administrative Organization**
Appendix V. Charting the Decision-Making Structure of an Organization. ED 026 327
Basic Principles, Concepts, and Issues. Part One, Educational Organization and Administration: Concepts, Practices, and Issues. Second Edition. Prentice-Hall Education Series. ED 025 828
A Good University Physical Plant Organization and What Makes It Click. Revised July 1966. ED 025 913
- Great Plains School District Organization Project. Project Report for Nebraska. ED 026 196
School District Organization for Missouri, A Plan to Provide Equal Access to Educational Opportunity for all Children. Report of the Missouri School District Reorganization Commission. ED 026 171
- Administrative Personnel**
Correlates of Administrative Professional Leadership in the North Carolina Agricultural Extension Service. ED 025 729
Developing Effective Managers. ED 025 685
[Managerial and Supervisory Educational Needs in Business and Industry in Pennsylvania]. ED 025 701
Public Relations Gold Mine, Volume 10. ED 025 829
A State Program for the Development of Persons for Leadership Roles in the Administration of Local Programs of Vocational and Technical Education. Final Report. ED 026 523
Strategies to Expand the Pool from which Talented Persons Are Recruited for Preparation in Educational Administration. ED 025 837
- Administrative Policy**
Decision-Making in Community Colleges. ED 026 056
On the Modeling of Relationships between Performance and Resource Management in an Urban School District. ED 025 839
Newer Educational Media; Papers of the Regional Research Conference. ED 025 939
- Administrative Problems**
Rehabilitating the Disabled Worker: A Platform for Action in New Jersey. ED 026 489
A Strategy for Campus Peace. ED 025 991
- Administrator Attitudes**
The Views of 920 PACE Project Directors. Report No.5 of the Second National Study of PACE. ED 025 861
- Administrator Guides**
A Good University Physical Plant Organization and What Makes It Click. Revised July 1966. ED 025 913
How to Organize an Effective Team Teaching Program. Successful School Management Series. ED 026 299
- Administrator Role**
Complex Organizations: The Implementation of Major Organizational Innovations. ED 025 827
The English Department Chairman and the Process of Educational Change. ED 026 405
"Like It Is": Report of a Workshop for New Junior College Presidents and Their Wives (Los Angeles, July 14-20, 1968). ED 026 070
- Admission (School)**
Proceedings of a Workshop to Study Eleven Problems Common to Independent Schools. Final Report. ED 026 025
- Admission Criteria**
The Graduate Record Examination: A Minority Statement and a Prediction. ED 026 409
- Adolescents**
The Middle School of Tomorrow. Chapter 15. The American Middle School: An Organizational Analysis. ED 025 831
The Paramount Middle School Goal. Chapter 3. The American Middle School: An Organizational Analysis. ED 025 830
Youth in Transition. Volume I, Blueprint for a Longitudinal Study of Adolescent Boys. ED 026 463
- Adoption (Ideas)**
Factors Related to the Adoption of Farm Practices. ED 025 725
Role of Information Sources and Communication Channels in Adoption of Improved Practices by Farmers in M. P. State, India. ED 025 712
- Adult Basic Education**
Adult Basic Education; A Bibliography from the Educational Materials Center. ED 025 737
The Assumptions and Implications of Federal Adult Education Legislation. ED 025 722
- Adult Characteristics**
Older People as Consumers of Education. ED 025 716
- Adult Counseling**
Counseling the Adult Student. Adult Student Personnel Association Inc. Convention Proceedings. Sixth Annual Convention. ED 025 791
- Adult Development**
Older People as Consumers of Education. ED 025 716
- Adult Education**
Adult Education: The Challenge to the Junior College. ED 025 691
Counseling the Adult Student. Adult Student Personnel Association Inc. Convention Proceedings. Sixth Annual Convention. ED 025 791
The Creation and Development of Educational Television as an Institution of Adult Education: A Case Study in American History. ED 025 705
An Evaluative Analysis of Selected University Conference Programs Conducted at Kellogg Center for Continuing Education Michigan State University. ED 025 707
Freedom to Write: A Composition Course For Ghetto Adults. ED 026 404
A Growth Model of Institutions of Adult Education. ED 025 709
History and Social Science: Complementary Approaches to Adult Education Research. ED 025 719
The Measurement of Educative Behavior and its Relationship to the Leisure Satisfaction of College Alumni. ED 025 694
Meeting Users' Needs - Where Adult Education and Information Science Interact. ED 025 735
The Philosophy of Adult Education of the Anglican Church of Canada. ED 025 710
The Retarded Adult in the Community. ED 025 881
Teaching Adults. ED 025 959
The Urban University and the Urban Community. ED 025 692
The Value Orientations and the Educational Participation of Clergymen. Progress Report. ED 025 724
- Adult Education Programs**
The Educational Commitment of the American Public Library, 1833-1956. ED 025 693
The Role of Education in Rural Development. ED 026 190
A Study of Delayed Achievement in a Short-Term Adult Education Program. ED 025 714
- Adult Farmer Education**
Role of Information Sources and Communication Channels in Adoption of Improved Practices by Farmers in M. P. State, India. ED 025 712
- Adult Learning**
Older People as Consumers of Education. ED 025 716
A Study of Perceptual and Attitudinal Change Within a Course on Adult Education Methods. ED 025 734

- Why Adults Learn; A Study of the Major Reasons for Beginning and Continuing a Learning Project. ED 025 688
- Adults**
The Pre-Retirement Years: A Longitudinal Study of the Labor Market of the Cohort of Men 45-59 Years of Age. Vol. I. ED 026 525
The Teaching Tasks Performed by Adult Self-Teachers. ED 025 702
- Adult Students**
Counseling the Adult Student. Adult Student Personnel Association Inc. Convention Proceedings. Sixth Annual Convention. ED 025 791
Mature Students; The Opportunities Open to Them and the Disabilities from which They Suffer, Together with Some Recommendations and Information. ED 025 690
- Adult Vocational Education**
Development of Multi-Media Programmed Instructional Materials for the Training of Law Enforcement Officers. Final Report. ED 026 509
The Influence of MDTA Training on Earnings. Manpower Evaluation Report No. 8. ED 026 542
Inner-City Negro Youth in a Job Training Project: A Study of Factors Related to Attrition and Job Success. Final Report. ED 026 530
Training and Retraining Older Workers, an Annotated Bibliography. ED 026 472
- Advisory Committees**
A Report by the Governor's Task Force on Vocational and Technical Education. ED 026 528
- Aerospace Industry**
Aviation -- Where Career Opportunities are Bright, Counselor's Guide. ED 026 481
- Aerospace Technology**
Aerospace Bibliography, Fourth Edition. ED 026 272
Introducing Children to Space, the Lincoln Plan. A Space Handbook for Teachers Grades K through 6. ED 026 275
Space Resources for the High School Industrial Arts Resource Units. ED 026 273
- Affective Behavior**
Appendix U. Self Concept and Teaching: An Exploration. ED 026 326
- Age Differences**
Acquisition and Transfer Differences between Kindergartners and Second-Graders on Aurally and Visually Presented Paired-Associates Using an A-B, A-C Design Research Project Number 2 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967. ED 026 139
Concept Identification Strategies. Research Project Number 3 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute, November 1, 1967. ED 026 140
Older People as Consumers of Education. ED 025 716
- Agencies**
Agencies and the Migrant: Theory and Reality of the Migrant Condition. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas. ED 026 173
Directory of Federal Officials with Liaison Responsibility for Programs of Special Interest to Mexican Americans. ED 026 155
- Aggression**
Motion Pictures and Real-Life Violence; What the Research Says. ED 025 950
- Agricultural Education**
Communication Concepts for Adult Educators. ED 025 727
Landscape Installation and Maintenance: A Junior College Curriculum Guide. ED 026 042
Methods of Teaching Agricultural Occupations in Community Colleges and Area Vocational Schools. Final Report. ED 026 529
A Study of Research Utilization Processes in British Agriculture. ED 025 717
- Agricultural Occupations**
Landscape Installation and Maintenance: A Junior College Curriculum Guide. ED 026 042
A Planning Guide for Constructing and Equipping the Agriculture Occupations Facility (An Interim Report). ED 025 895
- Agricultural Trends**
Project '80; Rural Michigan Now and in 1980. Economic Prospects of Farmers. Research Report 47, Farm Science. ED 026 452
Public Affairs Series. No. 3, The Rural Society in Transition; An Historical Examination of the Rural Society with Emphasis on Ways To Assist our Rural Society to Maximize Its Economic and Social Positions During the Present Period of Rapid Transition to an Urban-Industrial Culture. ED 026 160
- Aircraft Pilots**
To Educate Pilots. ED 026 055
A Study to Determine the Feasibility of Establishing a National Program for Training Skilled Aviation Personnel. ED 026 495
- Alaska**
An Overall Education Plan for Rural Alaska. ED 026 194
- Algebra**
Indicating Essentials of Secondary School Algebra: A Comparative Analysis of British, United States, and Entebbe Programs. ED 026 242
Programmed Mathematics, Dora High School. ED 026 184
- American Culture**
Cross-Cultural Testing: An Aspect of the Resistance Reaction. ED 025 769
- American English**
An Investigation of the Standard-Nonstandard Dimension of Central Texan English. Part of the Final Report. ED 026 130
- American Government (Course)**
American Political Behavior, Book I. Interim Report. ED 026 400
- American Indians**
The American Indian Graduate: After High School, What? ED 026 165
The American Indian High School Dropout: The Magnitude of the Problem. ED 026 164
The American Indian High School Dropout in the Southwest. ED 026 195
[Bibliography on Materials in the Field of Indian Education.] ED 026 180
Educating Apache Indian Children in a Public School System. Final Report of the Fort Thomas Diverse Capacity Project. ED 026 182
Education from Within, an Experiment in Curriculum Development with Children of Indian Background in Saskatchewan. ED 026 179
The Indians and Metis of Northern Saskatchewan. A Report on Economic and Social Development. ED 026 197
- Teaching English to the Indian of the Plains and the Northwest. ED 025 748
- Anglo Americans**
The Study of Migrants as Members of Social Systems. ED 026 159
- Anglo-American Seminar on the Teaching of English**
Language and Language Learning: Papers Relating to the Anglo-American Seminar on the Teaching of English (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers. ED 026 360
Response to Literature: Papers Relating to the Anglo-American Seminar on the Teaching of English (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers. ED 026 350
- Annotated Bibliographies**
Adult Basic Education; A Bibliography from the Educational Materials Center. ED 025 737
An Annotated Bibliography of Statistical Stylistics. ED 025 765
Annotated Bibliography on the Evaluation of Educational Programs. ED 025 857
Bibliography of Materials Available for Use in English as a Second Language Classes. ED 026 153
[Bibliography on Materials in the Field of Indian Education.] ED 026 180
Education Abstracts - Burma. ED 025 987
Educational Status Projections of Rural Youth: Annotations of the Research Literature. ED 026 189
Family Relations and Child Development; Home Economics Research Abstracts 1967. ED 026 502
Guide to Sources on Agricultural Labor. ED 026 152
Helping Procedures for Use with the Disadvantaged. CAPS Current Resources Series. ED 025 815
Indian Educational Material; Annotated Quarterly Bibliography, Vol 2 No 1: September 1967. ED 025 973
Language Development in Disadvantaged Children: An Annotated Bibliography. ED 026 414
Manpower Research Projects Sponsored by the U.S. Department of Labor... Through June 30, 1968. ED 026 507
The Nongraded School: An Annotated Bibliography. ED 026 289
Reference List of Materials for English as a Second Language. Supplement: 1964-1968. ED 025 773
A Selective Bibliography of Works Related to the Teaching of Slavic Languages and Literatures in the United States and Canada, 1942-1967. ED 025 988
Structured Practice in Preparing School Personnel; A Guide to Selected Documents in the ERIC Collection, 1966-1968. ED 026 349
Student Behavior and Climate. CAPS Current Resources Series. ED 025 825
Toward More Effective Teaching in WCHEN Schools; The Report of a Course in New Training Techniques for Nurse Faculty. ED 026 450
Training and Retraining Older Workers, an Annotated Bibliography. ED 026 472
Understanding the Small Community, Some Informational Resources for the Town and Country Apostolate. ED 026 154
- Annual Reports**
Annual Report of the Center for Research in Human Learning, 1967-68. ED 025 758

128 Subject Index

- Annual Report of the National Science Foundation on Contract NSF-C414 Task III July 1966 through June 1967. ED 026 244
- Vocational Education in Connecticut, 1966-67. Descriptive Report of Program Activities for Fiscal Year Ending June 30, 1967. Bulletin No. 103. ED 026 473
- Antigonish Movement**
The Present Status of the Antigonish Movement in Nova Scotia. ED 025 713
- Anxiety**
The Effect of Test Difficulty on Informational Achievement in a Technical Industrial Education Course at the College Level. ED 026 490
- Apache**
Curriculum Program for the Apache Language. ED 025 757
- Apaches**
Educating Apache Indian Children in a Public School System. Final Report of the Fort Thomas Diverse Capacity Project. ED 026 182
- Appalachia**
Change in the Rural Southern Appalachian Community. Research Series 7. ED 026 187
Church and Family in Modern Rural Appalachia. ED 026 163
Dropout Proneness in Appalachia. Research Series 3. ED 026 188
- Applied Linguistics**
Applied Linguistics: A Survey for Language Teachers. Collier MacMillan Teacher's Library. ED 025 749
Language Research in Progress: Report No. 7, January 1969; A Cross-Referenced List of Documented Language Research Projects Current April 1968 - November 1968. ED 025 775
- Apprenticeships**
The Structure of Technical Training Administration in the United States. ED 026 467
- Aptitude Tests**
Exploring the Use of the GATB with Vocational-Technical Bound Ninth Grade Boys. Research Series, Number 3. ED 026 536
A Factor Analysis of Project Talent Tests and Four Other Test Batteries. Project TALENT. ED 025 819
- Architects**
Six Steps for Trustees in Selecting the Right Campus Architect. ED 025 922
- Architectural Programing**
Challenge - A Report Suggesting How an Old School Can Continue to Serve Youth if the Educational Program is the Prime Consideration. ED 025 918
- Architecture**
CSI Manual of Practice. ED 025 920
- Arithmetic**
Arithmetic and Mathematics. Dimensions in Early Learning Series. ED 026 136
[Orange County Science Education Improvement Project Syllabuses, K-6.] ED 026 269
- Arizona**
Planning and Conducting Cooperative Education Programs in Agriculture in the State of Arizona. A Manual of Guidelines and Procedures. ED 026 515
- Art**
The Effects of Individualized Versus Group Oriented Physical Education Programs on Selected Parameters of Development of Educable Mentally Retarded and Minimally Brain Injured Children. Final Report. ED 025 892
- Art Education**
Proceedings of a Workshop to Study Eleven Problems Common to Independent Schools. Final Report. ED 026 025
A Study of the Relation of Museum Art Exhibitions to Education. Final Report. ED 026 403
- Articulation (Program)**
Articulation Agreements Between San Fernando Valley State College and the Colleges of the Los Angeles City Junior College District. ED 026 058
Continuity in Foreign Language Instruction; A Conference Report. ED 025 980
New Dimensions for the Small Schools of Nevada. A Report of the Western States Small Schools Project for Nevada (January 1, 1962 - August 31, 1965). ED 026 169
- Aspiration**
Social Class, College Contexts, and Educational Attainment: Social Class and College Dropout. ED 025 795
- Association (Psychological)**
Phonetic Symbolism in Adult Native Speakers of English. ED 025 760
- Astronomy**
Directory of Physics & Astronomy Faculties 1968-1969, United States, Canada, Mexico. ED 026 268
Teacher's Guide to the Strassenburgh Planetarium. ED 026 257
- Attendance**
A Study of the Effect of Socioeconomic Factors on the School Achievement of Spanish-Speaking School Beginners. ED 026 217
- Attitudes**
Attitudinal Characteristics of Migrant Farm Workers. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas. ED 026 172
Student Needs and the System. ED 026 062
- Attitude Tests**
A Developmental Research Plan for Junior College Remedial Education. Number 2: Attitude Assessment. ED 026 050
The Development of an Instrument to Measure Student Attitude Toward Individualized Shop and Laboratory Instruction. Vocational-Industrial Education Research Report. Research Series No. 2. ED 026 539
Open-Closed Mindedness of College Students in Teacher Education. Final Report. ED 026 303
Studies on the Affect of Participation in Training and Supervisory Programs. ED 025 731
- Audio Equipment**
Public Address Systems. Specifications - Installation - Operation. ED 025 910
Wireless Observation. Horace Mann - Lincoln Institute Papers. ED 025 871
- Audiolingual Methods**
Immediate Audio and Visual Confirmation; "Breakthrough" for the Low-Aptitude Language Student. ED 025 949
- Audiovisual Aids**
A Comparative Study of the Effectiveness of a Multi-Media Systems Approach to Harvard Project Physics with Traditional Approaches to Harvard Project Physics. ED 026 258
- A Comparison of Interest Level and Problem Solving Accuracy Generated by Single Concept Inductive and Deductive Science Films, Research Study Number 1. ED 026 250
- An Experimental Study of the Effects of Different Combinations of Television Presentations and Classroom Teacher Follow-up on the Achievement and Interest in Science of Fifth Graders. ED 026 265
Immediate Audio and Visual Confirmation; "Breakthrough" for the Low-Aptitude Language Student. ED 025 949
Mobile Media at San Francisco Medical Center. ED 025 963
Science Education Information Report, General Bibliography Series 13, Instructional Equipment and Materials. ED 026 279
Science Facilities for Mississippi Schools, Grades 1-12. ED 025 902
Selection and Specification of Rear-Projection Screens. ED 025 934
- Audiovisual Communication**
"The Bandits of Orgosolo." ED 026 358
- Audiovisual Instruction**
Improving Instruction Through Audio-Visual Media; Techniques in Teaching Science, Mathematics, and Modern Foreign Languages. ED 025 951
Reflexions sur la Methodologie Audio-Visuelle Structuro-Globale en Regard des Principes Generaux de la Didactique des Langues Secondes (Thoughts on the Structural-Global Audio-Visual Methodology in Second Language Instruction). ED 025 965
Study of Man-Machine Communications Systems for the Handicapped. Interim Report. ED 025 890
[The Audiovisual Method of Studying Russian.] ED 025 984
- Audiovisual Programs**
[The Audiovisual Method of Studying Russian.] ED 025 984
- Auditory Discrimination**
Dialectal Variance Interferes with Reading Instruction. ED 026 199
- Auditory Evaluation**
Auditory Learning. Dimensions in Early Learning Series. ED 025 869
- Auditory Perception**
The Brain as a Mixer, II. A Pilot Study of Central Auditory Integration Abilities of Normal and Retarded Children. Studies in Language and Language Behavior, Progress Report Number VII. ED 025 887
Experiments in Grammatical Processing in Children. Research Project Number 1 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967. ED 026 138
Listening. What Research Says to the Teacher, No. 29. ED 026 120
Perceptual Mode Dominance: An Approach to Assessment of First Grade Reading and Spelling. ED 026 132
- Auditory Training**
Auditory Learning. Dimensions in Early Learning Series. ED 025 869
Listening. What Research Says to the Teacher, No. 29. ED 026 120
- Aural Stimuli**
Acquisition and Transfer Differences between Kindergartners and Second-Graders on Aurally and Visually Presented Paired-Associates

- Using an A-B, A-C Design Research Project Number 2 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967. ED 026 139
- Autoinstructional Programs**
An Automated Individualized Diagnostic for College Centers. ED 026 203
- Automation**
Development Trends in Federal Library and Information Center Automation. Guides for Administrative and Technical Interviews. ED 026 096
Transmission Fidelity in Document Systems. ED 026 083
What University Librarians are Thinking, Saying, and Doing About Automation; Annotated Bibliography Drawn Chiefly From Annual Reports of University Librarians. ED 026 073
- Aviation Industry**
Aviation -- Where Career Opportunities are Bright, Counselor's Guide. ED 026 481
- Aviation Mechanics**
To Educate Pilots. ED 026 055
A Study to Determine the Feasibility of Establishing a National Program for Training Skilled Aviation Personnel. ED 026 495
- Aviation Technology**
To Educate Pilots. ED 026 055
- Beginning Reading**
Sights, Sounds, Senses in Step With Reading, Pre-Primer. ED 026 220
Sights, Sounds, Senses in Step with Reading, Primer. ED 026 221
- Beginning Teachers**
Teacher Education: The Young Teacher's View. A Report of Four Regional Conferences for Student Teachers and Beginning Teachers of the Disadvantaged. Project Report Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 332
- Behavior**
Annual Progress in Child Psychiatry and Child Development. ED 025 884
Appendix P. Categorical Breakdown of Interpersonal Area. ED 026 321
Behaviour Problems Amongst Children With Cerebral Palsy. ED 025 882
The Child and the Institution; A Study of Deprivation and Recovery. ED 025 893
Verbal Operant Conditioning of Young Mongoloid Children. Final Report. ED 025 891
- Behavioral Counseling**
First All-Iowa Elementary Guidance Conference. ED 025 822
- Behavioral Objectives**
Appendix C. Content Model--Mathematics--for Elementary Education. ED 026 308
Appendix D. Role II: Sample Task Analysis and Behavioral Objectives. ED 026 309
Appendix H. Sample Task Analysis: Behavioral Objectives for ComField Laboratory. ED 026 313
Appendix I. An Experimental Model for Preparing Teachers to Develop Behavioral Objectives; the Washington State University and Bellevue (Washington) Public Schools Career Teaching Project. ED 026 314
Individually Prescribed Instruction--Reading Program. ED 026 202
- Teaching Spanish by Being Responsible for Specific Objectives. Stanislaus County Schools Project for the Development of County Wide Articulation in Foreign Language Instruction Through Common Measurement Procedures. ED 025 982
- Behavioral Science Research**
Annual Report of the Center for Research in Human Learning, 1967-68. ED 025 758
Concept Growth and the Education of the Child: A Survey of Research on Conceptualization. National Foundation for Educational Research in England and Wales Occasional Publication Series No. 12. ED 026 121
Information Searching Behavior of Physicians. ED 026 100
Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967. ED 026 137
Stanford Center for Research and Development in Teaching. Annual Report (1st, April 1967). ED 026 288
- Behavioral Sciences**
Appendix Z. Classes of Measures Used in the Behavioral Sciences, the Nature of the Data That Derive from Them, and Some Comments as to the Advantages and Disadvantages of Each. ED 026 331
The New NCATE Evaluation Criteria and the Requirements for a Teaching Major. ED 026 384
- Behavior Change**
The Effect of Participation Training on the Self-System. ED 025 706
The Experimental Analysis of Behavior in the Education of Socially Disadvantaged Children and Youth (West Point Farms, New York, November 30-December 2, 1966). ED 026 435
Participation in Pesticide Education Programs and Changes in Opinion Leadership Activities. ED 025 726
- Behavior Patterns**
Promoting Jobfinding Success for the Unemployed. Studies in Employment and Unemployment. ED 026 541
Toward the Style of the Community Change Educator. ED 025 721
- Behavior Rating Scales**
Appendix K. Trial Form of an Instrument for Evaluating Instructional Managers in the Practicum. ED 026 316
Dependency and Social Performance: The Development of a Scale To Measure Level of Independence in Small Children. Part of the Final Report. ED 026 129
- Behavior Theories**
The Experimental Analysis of Behavior in the Education of Socially Disadvantaged Children and Youth (West Point Farms, New York, November 30-December 2, 1966). ED 026 435
- Bethel Project**
The Bethel Project. Project Report Three, the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 333
- Biblical Literature**
The Bible in the English Program. ED 026 382
A Black English Translation of John 3:1-21; With Grammatical Annotations. ED 025 741
- Bibliographic Citations**
Bibliographic Citations as Unobtrusive Measures of Scientific Communication. ED 026 075
A Study of the Frequency With Which Russian, French and German Scientific Articles are Cited in Selected American Scientific Journals. ED 026 088
- Bibliographies**
Adult Basic Education; A Bibliography from the Educational Materials Center. ED 025 737
Aerospace Bibliography, Fourth Edition. ED 026 272
A Bibliographic Guide to Operations Analysis of Education. ED 026 851
Court Decisions and Legal Arguments About Censorship and the Nature of Obscenity. ED 026 397
Current Reading: A Scholarly and Pedagogical Bibliography of Articles and Books, Recent and Old, On Censorship. ED 026 398
A DDC Bibliography on Microfiche, Microfilm and Related Equipment, Volume 1. ED 026 087
Handbook to the Study of British Commonwealth Literature in English. ED 026 388
International Educational Exchange: A Selected Bibliography. ED 025 976
Library Service to the Disadvantaged, A Bibliography. Bibliography Series, Number 1. ED 026 103
Manpower and Operations Research Studies of the U.S. Employment Service and State Employment Services 1958-1967. A Selected Bibliography. ED 026 516
Methodology of Enrollment Projections for Colleges and Universities. ED 025 919
Research Relating to Emotionally Disturbed Children. ED 025 879
Science Education Information Report, General Bibliography Series 11, Instructional Procedures. ED 026 277
Science Education Information Report, General Bibliography Series 12, Teacher Education. ED 026 278
Science Education Information Report, General Bibliography Series 13, Instructional Equipment and Materials. ED 026 279
Science Education Information Report, General Bibliography Series 14, Curriculum. ED 026 280
Science Education Information Report, General Bibliography Series 15, Achievement. ED 026 281
Science Education Information Report, General Bibliography Series 16, Teacher Resource Materials. ED 026 282
Science Education Information Report, General Bibliography Series 17, Science and Society, History of Science Education, Science History, General Studies and Surveys. ED 026 283
Science Education Information Report, General Bibliography Series 18, Legislative Acts and Reports, Administration and Supervision, Science Facilities. ED 026 284
Science Education Information Report, General Bibliography Series 19, Evaluation and Educational Objectives, Learning Theories and Processes, Research Methodology. ED 026 285
Science Education Information Report, General Bibliography Series 20, Teacher Characteristics, Student Characteristics. ED 026 286
Sights, Sounds, Senses in Step With Reading, Pre-Primer. ED 026 220
Sights, Sounds, Senses in Step with Reading, Primer. ED 026 221
Sights, Sounds, Senses in Step with Reading, Grade 1. ED 026 222
Student Politics and Higher Education in the United States: A Select Bibliography. ED 025 797
What University Librarians are Thinking, Saying, and Doing About Automation; Annotated Bibliography Drawn Chiefly From Annual Reports of University Librarians. ED 026 073

130 Subject Index

- Bibliotherapy**
Remedial Attitudinal Therapy in the Reformatory Classroom. ED 025 794
- Bilingual Education**
Bilingual Elementary Schooling ED 025 772
Concerning the Diagnosis and Remedying of Lack of Competence in a Second Language. ED 025 770
Doble Research Supplement (Digest of Bilingual Education). ED 025 756
Evaluation of the Bilingual Project of Harlandale Independent School District, San Antonio, Texas, in the First and Second Grades of Four Elementary Schools during 1967-68 School Year. ED 026 158
Teaching Spanish to the Spanish-Speaking Child, 1965-1968. Report. ED 026 183
Whose American Dream Is It? ED 025 771
- Bilingualism**
Bilingual Elementary Schooling ED 025 772
Doble Research Supplement (Digest of Bilingual Education). ED 025 756
Whose American Dream Is It? ED 025 771
- Bilingual Schools**
Bilingual Elementary Schooling ED 025 772
- Bilingual Students**
Barriers to Successful Reading for Second-Language Students at the Secondary Level. ED 025 744
Priorities in Instituting the Teaching of English as a Second Language in a Southwest Texas School. ED 025 747
Testing in Spanish and the Subsequent Measurement of English Fluency. ED 026 193
- Biographies**
Handbook to the Study of British Commonwealth Literature in English. ED 026 388
L.V. Koot: His Contribution to American Education During Half a Century. ED 026 052
- Biological Influences**
Biological Implications of Artificial Illumination. ED 025 929
Sex Differences in Mental and Behavioral Traits. ED 026 117
- Biological Sciences**
Cubberley-Lockheed Science Project Final Report, Volume III, Phase II System Specifications. ED 026 263
- Biology**
About BSCS Biology. ED 026 256
Desert Life, Experimental Edition Prepared for Testing in the Primary Grades. ED 026 254
Pupil Attitudes and Pupil Achievement Resulting from Certain Biological Sciences Curriculum Materials. ED 026 259
[Teacher's Guides for Grade 7-Biosphere and Grade 8-Geoscope.] ED 026 264
- Biology Instruction**
Remedial Attitudinal Therapy in the Reformatory Classroom. ED 025 794
- Board of Education Role**
Teacher Salary Negotiations: A Case Study and Analysis. ED 025 848
- Bond Issues**
Bond Sales for Public School Purposes 1967-68. ED 025 937
- Recommended Financial Plan for the Construction of a Permanent Campus for San Joaquin Delta College. ED 026 040
- Booklists**
Significant Reading Experiences of Superior English Students. ED 026 394
- Books**
Current Reading: A Scholarly and Pedagogical Bibliography of Articles and Books, Recent and Old, On Censorship. ED 026 398
- Boston**
Analysis of In-Company and Out-of-Company Educational and Training Practices for Clerical Workers of Leading Firms in the Greater Boston Area. (Volumes I and II). ED 025 715
- Braille**
Proceedings, Conference on New Processes for Braille Manufacture (American Printing House for the Blind, Louisville, Kentucky, February 8-9, 1968). ED 025 870
- British Commonwealth**
Handbook to the Study of British Commonwealth Literature in English. ED 026 388
- Broadcast Industry**
The New Mass Media Challenge to a Free Society. ED 025 941
- Budgeting**
Approaches to the Analysis of School Costs, an Introduction. ED 025 832
A Cost Analysis and Utilization Study of the Stanford University Library System, Prepared for Stanford University, Stanford, California. Memorandum Report. ED 026 080
A Good University Physical Plant Organization and What Makes It Click. Revised July 1966. ED 025 913
An Introduction to Budgetary Analysis. ED 025 826
Program Cost Differentials at the University of South Florida, 1965-66, with History of Selected Related Factors of Institutional Operations. ED 025 908
- Budgets**
A Budget Model of a University. ED 025 849
An Introduction to Budgetary Analysis. ED 025 826
- Building Equipment**
1968 Listing of Swimming Pool Equipment. ED 025 904
Centrifugal Pumps for Swimming Pools. National Sanitation Foundation Standard Number 17. ED 025 896
Diatomite Type Filters for Swimming Pools. Standard No. 9, Revised October, 1966. ED 025 900
Public Address Systems. Specifications - Installation - Operation. ED 025 910
Sand Type Filters for Swimming Pools. Standard No. 10, Revised October, 1966. ED 025 899
- Building Materials**
A Compendium on Carpeting in our Future. ED 025 912
- Bulgarian**
Bulgarian Basic Course. ED 025 742
- Bulletins**
A Comparison of the Effectiveness of Film and Bulletin in Transmitting Knowledge to Negro 4-H Club Local Leaders in Alabama and Caucasian 4-H Club Local Leaders in Wisconsin. ED 025 698
- Bureaucracy**
Design and Default in Teacher Education. Occasional Paper Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 336
- Burmese**
Education Abstracts - Burma. ED 025 987
Pronominal Reference in Thai, Burmese, and Vietnamese. University of California Publications in Linguistics, Volume 52. ED 025 754
- Business**
[Managerial and Supervisory Educational Needs in Business and Industry in Pennsylvania]. ED 025 701
- Business Education**
Business Education: An Evaluative Inventory. National Business Education Yearbook, No. 6. ED 026 513
New Media in Teaching the Business Subjects. National Business Education Yearbook, No. 3. ED 026 512
Selected Readings in Business and Office Occupations-Designed Especially for the Classroom Teacher. National Business Education Yearbook, No. 5. ED 026 514
- California**
Agencies and the Migrant: Theory and Reality of the Migrant Condition. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas. ED 026 173
An Analysis of the Courses Failed by Freshmen Students on Academic Probation. ED 026 064
Appropriate Functions of the Board of Governors of the California Community Colleges and of the Local Junior College Governing Boards. ED 026 045
Articulation Agreements Between San Fernando Valley State College and the Colleges of the Los Angeles City Junior College District. ED 026 058
Attitudinal Characteristics of Migrant Farm Workers. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas. ED 026 172
Developing Partnerships for California Libraries, Governor's Conference on Libraries (Sacramento, May 26-29, 1968). ED 026 097
The Developmental Studies Program: Some Scholarship and Persistence Statistics. ED 026 043
Final Report on MDTA Basic Education and Vocational Classes of the Work Training Program, Inc., 1965-67. ED 026 067
Landscape Installation and Maintenance: A Junior College Curriculum Guide. ED 026 042
The Mexican-American Heritage: Developing Cultural Understanding. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas. ED 026 174
A Profile of New Faculty in California Community Colleges. ED 026 059
A Profile of Students in the College Readiness Program at College of San Mateo. ED 026 065
Programs for Disadvantaged Students in the California Community Colleges. ED 026 032
Recommended Financial Plan for the Construction of a Permanent Campus for San Joaquin Delta College. ED 026 040
Student Characteristics and Change at Napa Junior College. ED 026 035
Unique Problems of the Inner City Colleges. ED 026 057
- Camping**
Good Camping for Children and Youth of Low Income Families; Some Suggestions for Camps Concerned About Providing Equal Opportunities for Children and Youth. ED 026 420

Campus Planning

- General Guide for Community College System Physical Planning. 2nd Printing. ED 025 907
Methodology of Enrollment Projections for Colleges and Universities. ED 025 919
Planning and Construction of College and University Buildings. ED 025 911
Public Address Systems. Specifications - Installation - Operation. ED 025 910

Canada

- [Bibliography on Materials in the Field of Indian Education.] ED 026 180
Education from Within, an Experiment in Curriculum Development with Children of Indian Background in Saskatchewan. ED 026 179
The Philosophy of Adult Education of the Anglican Church of Canada. ED 025 710
The Role of Education in Rural Development. ED 026 190
The Status of Canadian Educational Television. ED 025 954
A Study of the Characteristics and Subsequent Performance of Vancouver City College Students who Transferred to the University of British Columbia in September, 1967. ED 026 061

Career Change

- Role Play in New Careers Training. ED 025 820

Carpeting

- A Compendium on Carpeting in our Future. ED 025 912
Floor Care. Resource Manual for Custodial Training Course #2. ED 025 915

Catalogs

- The 1969 Catalog of Recorded Television Courses. ED 025 948

Catholic Schools

- Youth Education and Interracial Justice; A Report on Some Projects. ED 026 446

Censorship

- Censorship and Arizona Schools: 1966-1968. ED 026 396
Court Decisions and Legal Arguments About Censorship and the Nature of Obscenity. ED 026 397
Current Reading: A Scholarly and Pedagogical Bibliography of Articles and Books, Recent and Old, on Censorship. ED 026 398

Center for Research and Development in Higher Edu

- Qualitative Planning: Beyond the Numbers Game. ED 025 994

Centralization

- Catalog Data File Creation for the New England Regional Library Technical Processing Center. NELINET. New England Library Information Network. Final Report of CLR-374. ED 026 077
An Overall Education Plan for Rural Alaska. ED 026 194
Systems Design and Pilot Operations of a Regional Center for Technical Processing for the Libraries of the New England State Universities. NELINET. New England Library Information Network. Progress Report, July 1, 1967 - March 30, 1968. Volume I. ED 026 078

Change Agents

- Public Affairs Series. No. 3, The Rural Society in Transition; An Historical Examination of the Rural Society with Emphasis on Ways To Assist our Rural Society to Maximize Its Economic and Social Positions During the Present Period of Rapid Transition to an Urban-Industrial Culture. ED 026 160
Toward the Style of the Community Change Educator. ED 026 160

ED 025 721

Changing Attitudes

- Measuring the Educational Relevance of a Short-Term Training Program for Teachers. ED 025 723
Planning for Change in English Education. ED 026 377
A Q-Sort Instrument for Measuring Attitudes Toward the Educational Conditions of the Indiana Plan. ED 025 708
Studies on the Affect of Participation in Training and Supervisory Programs. ED 025 731
A Study of Perceptual and Attitudinal Change Within a Course on Adult Education Methods. ED 025 734

Charts

- Appendix V. Charting the Decision-Making Structure of an Organization. ED 026 327

Chemistry

- Annual Report of the National Science Foundation on Contract NSF-C414 Task III July 1966 through June 1967. ED 026 244
Swimming Pool Water Treatment Chemicals and/or Processes. Standard No. 22. ED 025 905

Chief Administrators

- "Like It Is": Report of a Workshop for New Junior College Presidents and Their Wives (Los Angeles, July 14-20, 1968). ED 026 070
A Study of the Education and Formal Management Training of Chief Sales Executives of Large Industrial Goods Firms. ED 025 699

Child Care Occupations

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- A Study of Children's Conceptions of Social Behavior (An Investigation of Interpersonal Reaction Development in Young Children). Final Report. ED 025 803

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- A Comparison of Syntactic Structures in the Speech of Three- and Four-Year-Old Children. ED 025 763

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ED 026 415

Children

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Language Acquisition in a Second Language Environment. ED 025 978

Childrens Books

- Fifty Years of Children's Books, 1910-1960: Trends, Backgrounds, Influences. ED 026 371
Sights, Sounds, Senses in Step With Reading. Pre-Primer. ED 026 220
Sights, Sounds, Senses in Step with Reading. Primer. ED 026 221
Sights, Sounds, Senses in Step with Reading. Grade I. ED 026 222

Chinese

- A Chinese Dialect Dictionary on Computer: Progress Report. ED 025 740

Choral Music

- The Development of a Planned Program for Teaching Musicianship in the High School Choral Class. Final Report. ED 026 402

Church Programs

- The Effect of Participation Training on the Self-System. ED 025 706

Church Related Colleges

- Campus Climate and Development Studies, Their Implications for Four Year Church Related Colleges. ED 025 782

Church Role

- Case Studies in the Campus Ministry. ED 025 823
Church and Family in Modern Rural Appalachia. ED 026 163

Citizen Participation

- The New Mass Media Challenge to a Free Society. ED 025 941

City Problems

- Urban-Rural Problems. Contemporary Social Problems Series. ED 026 177

Civics

- American Political Behavior, Book I. Interim Report. ED 026 400

Civil Rights

- Cycle to Nowhere. ED 026 418

Civil War (United States)

- Adventures in United States History. Unit 4: The Civil War Divides the North and South. ED 026 429

Classification

- Appendix P. Categorical Breakdown of Interpersonal Area. ED 026 321
Classification Outline for Extension Research Materials. ED 025 689
An Examination of the Classificatory Ability of Children Who Have Been Exposed to One of the "New" Elementary Science Programs. ED 026 245
Transmission Fidelity in Document Systems. ED 026 083

Classroom Communication

- Communication Events: A New Look at Classroom Interactions. ED 026 293

132 Subject Index

- A Study of Classroom Interaction and Thinking. Interim Report. ED 026 344
- Classroom Design**
A Space Concept for New Approaches in Industrial Arts. ED 025 927
- Classroom Environment**
Let's Design for Efficiency. ED 025 928
Research from Educational Psychology that has Implications for Elementary School Guidance. ED 025 778
- Classroom Guidance Programs**
A Guide for Developmental Vocational Guidance. Grades K-12. ED 026 532
- Classroom Observation Techniques**
Communication Events: A New Look at Classroom Interactions. ED 026 293
- Cleaning**
Floor Care. Resource Manual for Custodial Training Course #2. ED 025 915
Sanitation in School Housekeeping. A Training Course for School Custodians. ED 025 916
- Cleft Palate**
Cleft Palate Habilitation; Proceedings of the Annual Symposium on Cleft Palate Habilitation (5th, Syracuse University, New York, May 11-12, 1967). ED 025 876
- Clergymen**
Case Studies in the Campus Ministry. ED 025 823
The Value Orientations and the Educational Participation of Clergymen. Progress Report. ED 025 724
- Clerical Workers**
Analysis of In-Company and Out-of-Company Educational and Training Practices for Clerical Workers of Leading Firms in the Greater Boston Area. (Volumes I and II). ED 025 715
Management Problems of Young Employed Homemakers. ED 026 483
- Clinical Diagnosis**
Determining Consequential Factors in Diagnosis. ED 026 207
- Clinical Professors**
The Clinical Professorship in Teacher Education; Report of a Conference at Northwestern University in Cooperation with the Carnegie Corporation of New York (October 24-25, 1966). ED 026 291
- Closed Circuit Television**
Production of Closed-Circuit Television Programs for Improving Instruction in Professional Health and Physical Education Courses at the Undergraduate Level. ED 025 953
- Clothing Maintenance Specialists**
When You Go to Work. A Book for the Needle Trades. ED 026 508
- Cloze Procedure**
Cloze Residual Gain--A Technique for Measuring Learning Through Reading. ED 026 227
- Clubs**
An Exploration of the Place of Projects in 4-H. ED 026 161
- Cluster Grouping**
Challenge - A Report Suggesting How an Old School Can Continue to Serve Youth if the Educational Program is the Prime Consideration. ED 025 918
- Cocurricular Activities**
Students' Education of One Another. ED 025 995
- Codification**
Identification and Copyright--Two Problems in Microform Systems. ED 026 102
- Cognitive Development**
Concept Growth and the Education of the Child: A Survey of Research on Conceptualization. National Foundation for Educational Research in England and Wales Occasional Publication Series No. 12. ED 026 121
An Evaluation of a Six-Week Headstart Program Using an Academically Oriented Curriculum: Canton, 1967. ED 026 114
A Rationale for a Structured Educational Program and Suggested Activities for Culturally Disadvantaged Infants. ED 026 112
- Cognitive Measurement**
Research in Cognate Aspects of Written Composition. ED 026 368
- Cognitive Processes**
Comprehension and Imitation of Sentences by Mongoloid Children as a Function of Transformational Complexity. Studies in Language and Language Behavior, Progress Report Number VII. ED 025 888
Error, Response Time and IQ: Sex Differences in Cognitive Style of Preschool Children. ED 026 122
An Examination of the Classificatory Ability of Children Who Have Been Exposed to One of the "New" Elementary Science Programs. ED 026 245
Influences of an Advance Organizer on the Verbal Learning and Retention of Educable Mental Retardates; A Comparison of Educable Mentally Retarded and Intellectually Normal Performances. Final Report. ED 025 883
The Question: What to Ask? ED 026 374
The Role of Cognitive Organizers in the Facilitation of Concept Learning in Elementary School Science. ED 026 251
A Study of Classroom Interaction and Thinking. Interim Report. ED 026 344
A Study of the Development in Logical Judgments in Science of Successful and Unsuccessful Problem Solvers in Grades Four Through Nine. ED 026 249
- Cognitive Styles**
Error, Response Time and IQ: Sex Differences in Cognitive Style of Preschool Children. ED 026 122
- Collective Negotiation**
Teacher Salary Negotiations: A Case Study and Analysis. ED 025 848
- College Buildings**
Higher Education Facilities Classification and Inventory Procedures Manual. ED 025 901
Industrial Arts Facilities at California State College, Long Beach. ED 025 926
- College Environment**
Attitude of Community College Instructors Toward Student Groups as a Function of Certain Teacher Characteristics. ED 026 072
Campus Climate and Development Studies, Their Implications for Four Year Church Related Colleges. ED 025 782
The Future Academic Community: Continuity and Change. ED 025 812
Impressions from Interviews of Transfer Students Participating in a Study of Selected Student Types on Three University of California Campuses. ED 026 005
Liberal Studies and College Environments in Engineering Education--What Aims, What Effect? ED 025 997
- The Reconstruction of an American College, Some Proposals for Rutgers College. ED 025 992
- College Freshmen**
An Analysis of the Courses Failed by Freshmen Students on Academic Probation. ED 026 064
A Comparison of Individual Reading Improvement Scores on a Group of 36 Community College Freshmen as Measured by the Crude Gain Method and the Residual Gain Method. ED 026 071
- College Graduates**
The Measurement of Educative Behavior and its Relationship to the Leisure Satisfaction of College Alumni. ED 025 694
- College Housing**
Housing and Transportation Study: Full-Time Employees. ED 026 060
Residence Hall Environment, A Comparative Study in Architectural Psychology. ED 025 906
- College Instruction**
Report from the Pasture: ETV at Jordanhill College of Education. ED 025 962
- College Language Programs**
Results of the Survey of the Use of Programmed Foreign Language Instruction in American Universities and Colleges. Clearinghouse Report. ED 025 989
- College Libraries**
Library Service for Kansas State College: Planning for the Next Decade by Means of a College-Wide Series of Questionnaires. ED 026 104
- College Majors**
Articulation Agreements Between San Fernando Valley State College and the Colleges of the Los Angeles City Junior College District. ED 026 058
- College Mathematics**
Line Integral of a Vector. ED 026 238
Sinusoids and Phasors. ED 026 240
- College Planning**
Educational Thoroughfare. ED 025 921
Planning and Construction of College and University Buildings. ED 025 911
- College Preparation**
The Hartford-Hotchkiss Greater Opportunity Program: Interim Report to the State Department of Education and the Hartford Board of Education. ED 026 422
A Profile of Students in the College Readiness Program at College of San Mateo. ED 026 065
- College Role**
Proceedings of the Conference on the Role of Canadian Universities in the Teaching of English and French as Second Languages. ED 025 986
The Reconstruction of an American College, Some Proposals for Rutgers College. ED 025 992
- Colleges**
Information Source Preference as a Function of Physical and Psychological Distance from the Information Object. ED 026 101
The Philosophy for Security and Law Enforcement on a College Campus. ED 025 914
- College School Cooperation**
The Clinical Professorship in Teacher Education; Report of a Conference at Northwestern University in Cooperation with the Carnegie Corporation of New York (October 24-25, 1966). ED 026 291

College Science

Directory of Physics & Astronomy Faculties
1968-1969, United States, Canada, Mexico.

ED 026 268

Inductors and Inductance-Resistance Networks.

ED 026 239

Science Education Information Report, General
Bibliography Series 11, Instructional
Procedures.

ED 026 277

Transient Response of a Second Order System
Using State Variables.

ED 026 241

Verbal-Numerical Achievement in a Required
College Physical Science Course and Some Per-
sonality Correlates.

ED 026 267

Colleges of Art

Proceedings of a Workshop to Study Eleven
Problems Common to Independent Schools.
Final Report.

ED 026 025

College Students

Impressions from Interviews of Transfer Stu-
dents Participating in a Study of Selected Stu-
dent Types on Three University of California
Campuses.

ED 026 005

Open-Closed Mindedness of College Students
in Teacher Education. Final Report.

ED 026 303

Social Class, College Contexts, and Educational
Attainment: Social Class and College Dropout.

ED 025 795

Student Educational Growth During the First
Two Years of College.

ED 025 785

Student Politics and Higher Education in the
United States: A Select Bibliography.

ED 025 797

College Supervisors

Student Teaching: Whose Responsibility?

ED 026 378

College Teachers

An In-Service Program For Two-Year College
English Instructors.

ED 026 411

Colonial History (United States)

Adventures in United States History. Unit 1:
Colonists Settle in the New World and Gain In-
dependence.

ED 026 426

ComField Model Teacher Education**Program**

Appendix A. A First Approximation to a Tax-
onomy of Learner Outcome.

ED 026 306

Appendix B. A Conceptual Model for the
Teaching of Elementary Mathematics.

ED 026 307

Appendix C. Content Model--Mathematics--for
Elementary Education.

ED 026 308

Appendix D. Role II: Sample Task Analysis and
Behavioral Objectives.

ED 026 309

Appendix E. General Adaptive Strategies.

ED 026 310

Appendix F. Interpersonal Competencies.

ED 026 311

Appendix G. Basic Training Model for the
ComField Practicum.

ED 026 312

Appendix H. Sample Task Analysis: Behavioral
Objectives for ComField Laboratory.

ED 026 313

Appendix I. An Experimental Model for
Preparing Teachers to Develop Behavioral Ob-
jectives; the Washington State University and
Bellevue (Washington) Public Schools Career
Teaching Project.

ED 026 314

Appendix J. An Experimental Model to Enable
Instructional Managers to Demonstrate Interac-
tion Competency.

ED 026 315

Appendix K. Trial Form of an Instrument for
Evaluating Instructional Managers in the Prac-
ticum.

ED 026 316

Appendix L. A Sequence for the Practicum.

ED 026 317

Appendix M. Research Utilization and Problem
Solving

ED 026 318

Appendix N. Implementation of the RUPS
System in a Total School District.

ED 026 319

Appendix O. The Human Relations School.

ED 026 320

Appendix P. Categorical Breakdown of Inter-
personal Area.

ED 026 321

Appendix Q. Educational Leaders Laboratory.

ED 026 322

Appendix R. A Basic Communication Skill for
Improving Interpersonal Relationships.

ED 026 323

Appendix S. Broad Curricular Planning for the
ComField Model Teacher Education Program.

ED 026 324

Appendix T. Personalizing Teacher Education.

ED 026 325

Appendix V. Charting the Decision-Making
Structure of an Organization.

ED 026 327

Appendix W. Cost Analysis in Teacher Educa-
tion Programs.

ED 026 328

Appendix X. ComField Information Manage-
ment System.

ED 026 329

Appendix Y. The Integrated Communications
Experiment (ICE) Summary.

ED 026 330

Appendix Z. Classes of Measures Used in the
Behavioral Sciences, the Nature of the Data
That Derive from Them, and Some Comments
as to the Advantages and Disadvantages of
Each.

ED 026 331

A Competency Based, Field Centered, Systems
Approach to Elementary Teacher Education.
Volume I: Overview and Specifications. Final
Report.

ED 026 305

Committees

Planning and Construction of College and
University Buildings.

ED 025 911

Communication (Thought Transfer)

Appendix B. A Conceptual Model for the
Teaching of Elementary Mathematics.

ED 026 307

Bibliographic Citations as Unobtrusive Mea-
sures of Scientific Communication.

ED 026 075

Communication Concepts for Adult Educators.

ED 025 727

Study of Man-Machine Communications
Systems for the Handicapped. Interim Report.

ED 025 890

Use Words Because the Skin Forgets.

ED 026 351

Communication Problems

Public Relations Gold Mine, Volume 10.

ED 025 829

Public Relations Gold Mine, Volume 8.

ED 025 844

Public Relations Gold Mine, Volume 9.

ED 025 845

Toward Improved Communication and
Cooperation Between Public and Nonpublic
Schools.

ED 025 836

Communications

Public Address Systems. Specifications - Instal-
lation - Operation.

ED 025 910

Communication Skills

Appendix R. A Basic Communication Skill for
Improving Interpersonal Relationships.

ED 026 323

Community Attitudes

A Program of Action for the Schools in South
Dade County, Florida: A Report to the Special
Study Committee.

ED 026 443

Community Change

Toward the Style of the Community Change
Educator.

ED 025 721

Community Colleges

Adult Education: The Challenge to the Junior
College.

ED 025 691

General Guide for Community College System
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ED 025 907

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Two-Year College.

ED 026 486

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Programs in Radiologic Technology.

ED 026 498

A Study of Part-Time Instructors in Vocational-
Technical Education Among Community Col-
leges in Michigan.

ED 025 695

This is the Community College.

ED 026 063

Community Development

Education and Primary Development in Malaya
1900-1940; A Study of the Malay Community.
Final Report.

ED 026 401

The Present Status of the Antigonish Move-
ment in Nova Scotia.

ED 025 713

Community Education

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1900-1940; A Study of the Malay Community.
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ED 026 401

Community Involvement

Agencies and the Migrant: Theory and Reality
of the Migrant Condition. First Papers on
Migration and Rural Poverty: An Introduction to
the Education of Mexican-Americans in
Rural Areas.

ED 026 173

Guidelines for Assessing the Nursing Education
Needs of a Community.

ED 026 497

Community Organizations

Target: Employment.

ED 026 470

Community Planning

Operation Decision: Community Planning for
Nursing in the West.

ED 026 465

Community Programs

A Demonstration of Reorientation of Illegiti-
mately Pregnant Teenage Girls Living in Rural
Areas.

ED 025 798

The Retarded Adult in the Community.

ED 025 881

Scouting for the Mentally Retarded.

ED 025 868

Target: Employment.

ED 026 470

Community Recreation Programs

Public Recreation and the Negro. A Study of
Participation and Administrative Practices.

ED 025 816

Community Relations

The New Struggle for the Paraprofessional:
Between the Community and the Agencies.

ED 026 296

The Urban University and the Urban Commu-
nity.

ED 025 692

Community Service Programs

Adult Education: The Challenge to the Junior
College.

ED 025 691

Community Study

Understanding the Small Community, Some In-
formational Resources for the Town and
Country Apostolate.

ED 026 154

Community Surveys

The Role of Education in Rural Development.

ED 026 190

Comparative Analysis

Acquisition and Transfer Differences between
Kindergarten and Second-Graders on Au-
rally and Visually Presented Paired-Associates

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- A Curriculum in Written Composition, 4-6: A Guide for Teaching. ED 026 367
- Developing Competency in Written Composition in Children from Kindergarten through Elementary School by Means of Curriculum Materials. Final Report. ED 026 363
- Foundations for a Curriculum in Written Composition, K-6. ED 026 364
- The New Breed—A New Direction. ED 026 410
- The New Rhetoric: Implications for Secondary Teaching. ED 026 376
- Research in Cognate Aspects of Written Composition. ED 026 368
- The Syntax of Children's Writing. ED 026 356
- Teaching Rhetorical Concepts to Elementary Children. A Research Report. ED 026 383
- Use Words Because the Skin Forgets. ED 026 351
- Computer Assisted Instruction**
CARLOS: Computer-Assisted Instruction in Spanish at Dartmouth College. ED 025 972
- Individually Prescribed Instruction—Reading Program. ED 026 202
- Computer Oriented Programs**
Appendix Y. The Integrated Communications Experiment (ICE) Summary. ED 026 330
- Computer-Assisted Synthesis of Psychometric Data in Vocational Counseling. ED 025 787
- Computer Programs**
The Development of an Information System for Teacher Turnover in Public Schools (Including Uniform Reporting and a Computer Program). ED 026 345
- Computer Science**
Counselor Research Training. Final Report. ED 025 818
- Data Archives as Resources for Research, Instruction, and Policy Planning: The Project Talent Data Bank. ED 025 804
- Concept Formation**
The Ability to Conserve Quantity of Liquid and Its Relationship to Socio-Economic Background, Intelligence, and Achievement Among Selected Fourth Grade Pupils. ED 026 266
- Communication Concepts for Adult Educators. ED 025 727
- Concept Growth and the Education of the Child: A Survey of Research on Conceptualization. National Foundation for Educational Research in England and Wales Occasional Publication Series No. 12. ED 026 121
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- An Examination of the Classificatory Ability of Children Who Have Been Exposed to One of the "New" Elementary Science Programs. ED 026 245
- An Experimental Study of the Development of Science Continua Concepts in Upper Elementary and Junior High School Children. ED 026 246
- The Role of Cognitive Organizers in the Facilitation of Concept Learning in Elementary School Science. ED 026 251
- A Study of Children's Conceptions of Social Behavior (An Investigation of Interpersonal Reaction Development in Young Children). Final Report. ED 025 803
- Conference Reports**
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- Newer Educational Media; Papers of the Regional Research Conference. ED 025 939
- Occupational Education: A Challenge to the Two-Year College. ED 026 486
- Operation Decision: Community Planning for Nursing in the West. ED 026 465
- Proceedings of a Conference on Research-Based Planning and Development (Durham, North Carolina, June 27-30, 1968). ED 026 066
- Proceedings of the Conference on the Role of Canadian Universities in the Teaching of English and French as Second Languages. ED 025 986
- Rehabilitating the Disabled Worker: A Platform for Action in New Jersey. ED 026 489
- Research Implications for Educational Diffusion: Major Papers Presented at National Conference on Diffusion of Educational Ideas (East Lansing, Michigan, March 26-28 1968). ED 026 535
- Selected Proceedings and Information from the 1967 Summer Workshop in Research in Vocational-Technical Education. ED 026 500
- Statistics in Vocational Rehabilitation. ED 026 469
- Teacher Education: The Young Teacher's View. A Report of Four Regional Conferences for Student Teachers and Beginning Teachers of the Disadvantaged. Project Report Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 332
- Vocational Education. ED 026 504
- Connecticut**
Library Service in the Capitol Region of Connecticut; A Study With Recommendations for Future Development. ED 026 089
- Construction Programs**
Planning and Construction of College and University Buildings. ED 025 911
- Public Address Systems. Specifications - Installation - Operation. ED 025 910
- Six Steps for Trustees in Selecting the Right Campus Architect. ED 025 922
- Consultation Programs**
A Mental Health Consultation Program for Project Head Start. ED 025 776
- A Pilot Study in Exploring the Use of Mental Health Consultants to Teachers of Socially and Emotionally Maladjusted Pupils in Regular Classes. ED 026 292
- Consumer Education**
Educational Methods Used in Presenting Consumer Information to Homemakers Living in Low Income Urban Areas. ED 025 683
- Content Reading**
Junior and Senior High School Teachers' Attitudes Toward Teaching Reading in the Content Areas. ED 026 226
- Context Free Grammar**
Symbols, Relations, and Structural Complexity. ED 025 751
- Continuation Education**
A Demonstration of Reorientation of Illegitimately Pregnant Teenage Girls Living in Rural Areas.

- ED 025 798
- Continuation Students**
A Demonstration of Reorientation of Illegitimately Pregnant Teenage Girls Living in Rural Areas. ED 025 798
- Contracts**
CSI Manual of Practice. ED 025 920
- Contrastive Linguistics**
From Cree to English. Part One: the Sound System. ED 025 755
Formal Correspondence and Translation Equivalence in Contrastive Analysis. ED 025 766
[General Characteristics of English Grammar Compared With Russian.] ED 025 985
- Cooperating Teachers**
Student Teaching: Whose Responsibility? ED 026 378
- Cooperative Education**
Cooperative Vocational Education Space Needs. ED 025 924
Planning and Conducting Cooperative Education Programs in Agriculture in the State of Arizona. A Manual of Guidelines and Procedures. ED 026 515
- Cooperative Extension Service**
Correlates of Administrative Professional Leadership in the North Carolina Agricultural Extension Service. ED 025 729
An Identification of Critical Behavior and Related Major Concepts Relevant to the Training of Professional Leaders in Extension Education. ED 025 720
- Cooperative Programs**
Auxiliary School Personnel Programs for Rural America. ED 026 338
Cooperative Agreements Between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968). ED 025 864
One Down, Two to Go! ED 025 789
- Coordinators**
Directory of Federal Officials with Liaison Responsibility for Programs of Special Interest to Mexican Americans. ED 026 155
The Researcher's Role in the Diffusion of an Innovation: A Comparative Study. ED 025 733
- Copyrights**
Copyright and Intellectual Property. ED 026 082
Identification and Copyright—Two Problems in Microform Systems. ED 026 102
- Correctional Education**
Remedial Attitudinal Therapy in the Reformatory Classroom. ED 025 794
- Corrective Institutions**
In-Service Training for Probation, Parole and Correctional Personnel. ED 025 687
Remedial Attitudinal Therapy in the Reformatory Classroom. ED 025 794
- Correspondence Courses**
New Dimensions for the Small Schools of Nevada. A Report of the Western States Small Schools Project for Nevada (January 1, 1962 - August 31, 1965). ED 026 169
Teaching by Correspondence. UNESCO Source Book. ED 025 686
- Correspondence Schools**
Teaching by Correspondence. UNESCO Source Book.
- ED 025 686
- Cost Effectiveness**
Appendix W. Cost Analysis in Teacher Education Programs. ED 026 328
Approaches to the Analysis of School Costs, an Introduction. ED 025 832
A Bibliographic Guide to Operations Analysis of Education. ED 025 851
A Cost-Benefit Study of Post-High School Technical Education in Oklahoma. ED 026 488
Criteria for Evaluating the Effectiveness of Library Operations and Services. Final Report, Phase II: Data Gathering and Evaluations. ED 026 105
Information, An Exploitable Commodity. ED 026 090
Program Cost Differentials at the University of South Florida, 1965-66, with History of Selected Related Factors of Institutional Operations. ED 025 908
Some Economic Considerations and a Procedure for a University Cost Study. ED 025 847
Vocational Education. ED 026 504
- Costs**
A Cost Analysis and Utilization Study of the Stanford University Library System, Prepared for Stanford University, Stanford, California. Memorandum Report. ED 026 080
Costs of Space in the West. ED 026 150
Library Cost Models: Owning Versus Borrowing Serial Publications. ED 026 106
- Counseling**
Los Angeles Unified School District Esea Title I Components—Evaluation Reports. Division of Secondary Education. ED 025 800
- Counseling Effectiveness**
Counselor-Client Diagnostic Agreement and Perceived Outcomes of Counseling: A Progress Report. ED 025 779
Helping Procedures for Use with the Disadvantaged. CAPS Current Resources Series. ED 025 815
The Selection of Counselors. ED 025 777
- Counseling Programs**
Appendix U. Self Concept and Teaching: An Exploration. ED 026 326
- Counseling Services**
Counseling the Adult Student. Adult Student Personnel Association Inc. Convention Proceedings. Sixth Annual Convention. ED 025 791
A Report on University Counseling Services. ED 025 824
- Counselor Acceptance**
Counselor-Client Diagnostic Agreement and Perceived Outcomes of Counseling: A Progress Report. ED 025 779
- Counselor Attitudes**
The Selection of Counselors. ED 025 777
- Counselor Evaluation**
Counselor-Client Diagnostic Agreement and Perceived Outcomes of Counseling: A Progress Report. ED 025 779
The Selection of Counselors. ED 025 777
- Counselor Performance**
Counselor-Client Diagnostic Agreement and Perceived Outcomes of Counseling: A Progress Report. ED 025 779
- Counselor Role**
A Comparison of Approaches to Group Counseling.
- ED 025 807
First All-Iowa Elementary Guidance Conference. ED 025 822
- Counselor Training**
Counselor Research Training. Final Report. ED 025 818
- County Libraries**
Telefacsimile Communication With the Xerox Magnavox Telecopier in Reference and Interlibrary Loans: A Report of a Three-Month Experimental Demonstration Conducted by the South Carolina State Library Board. ED 026 074
- County School Systems**
A Program of Action for the Schools in South Dade County, Florida: A Report to the Special Study Committee. ED 026 443
- Course Content**
An Analysis of Subject Matter Content of High School Physics Courses in Selected Schools of Nebraska. ED 026 261
The English Department and the Challenge of Racism. ED 026 407
- Course Descriptions**
Appendix G. Basic Training Model for the ComField Practicum. ED 026 312
[The Audiovisual Method of Studying Russian.] ED 025 984
- Course Evaluation**
Course Design and Redesign Manual for Job Training Courses (First Edition). Research Report SRR 66-17. ED 026 538
Programmed Mathematics, Dora High School. ED 026 184
- Course Organization**
Course Design and Redesign Manual for Job Training Courses (First Edition). Research Report SRR 66-17. ED 026 538
- Court Cases**
Court Decisions and Legal Arguments About Censorship and the Nature of Obscenity. ED 026 397
- Court Litigation**
Court Decisions and Legal Arguments About Censorship and the Nature of Obscenity. ED 026 397
- Crafts Rooms**
Industrial Arts Facilities at California State College, Long Beach. ED 025 926
- Creative Development**
Dance: A Projection for the Future. ED 026 024
Education for Creativity, A Modern Myth? ED 025 999
- Creative Expression**
Education for Creativity, A Modern Myth? ED 025 999
- Creative Reading**
Critical Reading Techniques in Elementary School. ED 026 210
- Creative Thinking**
A Theory of Nonverbal Creativity. ED 025 814
- Creativity**
Education for Creativity, A Modern Myth? ED 025 999
Evaluation and "Pace": A Study of Procedures and Effectiveness of Evaluation Sections in Approved Pace Projects, with Recommendations for Improvement. [Report No. 1 of the Second National Study of Pace.] ED 025 858
Helping the Child Develop His Creative Potential. ED 026 113
A Theory of Nonverbal Creativity. ED 025 814

136 Subject Index

- Vocational Dispositions of the Nonconformist, Collegiate Dropouts. ED 026 006
- Creativity Research**
Helping the Child Develop His Creative Potential. ED 026 113
A Theory of Nonverbal Creativity. ED 025 814
- Credentials**
IRA and Reading Certification in Ohio. ED 026 218
- Cree**
From Cree to English. Part One: the Sound System. ED 025 755
- Criminals**
"The Bandits of Orgosolo." ED 026 358
- Critical Path Method**
A Guide to Systematic Planning for Vocational and Technical Schools. Research 22. ED 026 537
Planning Systems in Education. ED 025 855
A Time-Cost Management System for use in Educational Planning. ED 025 935
- Critical Reading**
Critical Reading Techniques in Elementary School. ED 026 210
Literary Criticism and the Imagination. ED 026 375
Response to Literature: Papers Relating to the Anglo-American Seminar on the Teaching of English (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers. ED 026 350
- Critical Thinking**
An Analysis of Research on Instructional Procedures in Secondary School Science, Part I—Outcomes of Instruction. ED 026 287
- Cross Age Teaching**
Administrator's Memo: Youth Tutoring Youth. ED 026 340
- Cross Cultural Testing**
Cross-Cultural Testing: An Aspect of the Resistance Reaction. ED 025 769
- Cross Cultural Training**
Vistazos Intimos De Puebla; Una Compilacion De Informes Individuales Preparados Por Los Participantes Del Instituto De Verano (NDEA) (Close-ups on Puebla; A Compilation of Individual Reports Prepared by the Participants of the NDEA Summer Institute). ED 025 983
- Cultural Awareness**
Cross-Cultural Testing: An Aspect of the Resistance Reaction. ED 025 769
Educating Apache Indian Children in a Public School System. Final Report of the Fort Thomas Diverse Capacity Project. ED 026 182
The Mexican-American Heritage: Developing Cultural Understanding. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas. ED 026 174
New Circuits or Short Circuits? ED 026 354
- Cultural Context**
The Sound of Pictures. ED 025 969
- Cultural Differences**
Attitudinal Characteristics of Migrant Farm Workers. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas. ED 026 172
[Bibliography on Materials in the Field of Indian Education.] ED 026 180
- A Black English Translation of John 3:1-21; With Grammatical Annotations. ED 025 741
Cross-Cultural Testing: An Aspect of the Resistance Reaction. ED 025 769
Learning Readiness in Two Jewish Groups: A Study in "Cultural Deprivation." An Occasional Paper. ED 026 126
- Cultural Disadvantage**
First Grade Entrance Variables Related to Achievement and Personality. A Study of Culturally Deprived Fourth Graders. ED 026 229
Helping Procedures for Use with the Disadvantaged. CAPS Current Resources Series. ED 025 815
Some Approaches to Meeting Cultural Deprivation in Students Entering Small Rural Schools. ED 026 181
- Cultural Education**
Cross-Cultural Testing: An Aspect of the Resistance Reaction. ED 025 769
- Cultural Factors**
A Comparison of Delinquent and Non-delinquent Anglo-Americans, Mexican-Americans, and Mexican Nationals. ED 025 788
A Cross-Culture Study of Sex Differences Among First-Graders on A Verbal Test. ED 026 191
The Paramount Middle School Goal. Chapter 3, The American Middle School: An Organizational Analysis. ED 025 830
Social and Cultural Characteristics of Mexican-American Families in South El Paso, Texas. Interim Report of the Mathematics Education Program. ED 026 175
- Culturally Disadvantaged**
The Effectiveness of the Peabody Language Development Kits and the Initial Teaching Alphabet with Disadvantaged Children in the Primary Grades: After Two Years. ED 026 125
The Effect of a Structured Tutorial Program on the Cognitive and Language Development of Culturally Disadvantaged Infants. ED 026 110
Ego Development Guide for Primary Grade Teachers, K-3. Project Beacon. ED 025 813
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Library Service to the Disadvantaged, A Bibliography. Bibliography Series, Number 1. ED 026 103
Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Division of Elementary Education. ED 026 232
Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Division of Secondary Education. ED 026 233
A Methodology for Fostering Abstract Thinking in Deprived Children. ED 026 131
A Rationale for a Structured Educational Program and Suggested Activities for Culturally Disadvantaged Infants. ED 026 112
Report of Library Services and Construction Act Project #2842, January 1 - June 30, 1966. ED 026 091
Report of Library Services and Construction Act Project # 2842, January 1 - June 30, 1967. ED 026 093
Report of Library Services and Construction Act Project # 2842, July 1 - December 31, 1967. ED 026 094
- Cultural Traits**
Education from Within, an Experiment in Curriculum Development with Children of Indian Background in Saskatchewan. ED 026 179
- Curriculum**
An Analysis of Subject Matter Content of High School Physics Courses in Selected Schools of Nebraska. ED 026 261
A Continuing Program for Mentally Retarded Pupils in the Warwick Public Schools, Grades 7-12. ED 025 867
Curriculum Guide for the Educable Mentally Handicapped. ED 025 880
Guidelines for Mathematics in the Elementary School. ED 026 237
Indicating Essentials of Secondary School Algebra: A Comparative Analysis of British, United States, and Entebbe Programs. ED 026 242
Instructional Improvement Program in Language and Reading for Selected Subculture Groups in the Southwest. ED 026 228
[Orange County Science Education Improvement Project Syllabuses, K-6.] ED 026 269
[Orange County Science Education Improvement Project Syllabuses, 7-12.] ED 026 270
Play for Mortal Stakes; Vocation and the Liberal Learning. ED 026 019
Science Education Information Report, General Bibliography Series 14, Curriculum. ED 026 280
SCIS Elementary Science Sourcebook. ED 026 243
A Social Attitude Approach to Sex Education for the Educable Mentally Retarded. In-Service Training Materials for Teachers of the Educable Mentally Retarded, Session III. ED 025 872
Teaching the Educable Mentally Retarded. ED 025 878
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Foundations for a Curriculum in Written Composition, K-6. ED 026 364
Getting with Instructional Systems and Getting Instructional Systems with It. ED 026 044
New Circuits or Short Circuits? ED 026 354
- Curriculum Development**
About BSCS Biology. ED 026 256
Appendix N. Implementation of the RUPS System in a Total School District. ED 026 319
Appendix S. Broad Curricular Planning for the ComField Model Teacher Education Program. ED 026 324
Classroom Projects and Linguistic Laboratory for Non-English Speaking Children of Oklahoma. ED 026 176
Cubberley-Lockheed Science Project Final Report, Volume III, Phase II System Specifications. ED 026 263
Development of Multi-Media Programmed Instructional Materials for the Training of Law Enforcement Officers. Final Report. ED 026 509
Education from Within, an Experiment in Curriculum Development with Children of Indian Background in Saskatchewan. ED 026 179
The English Department Chairman and the Process of Educational Change. ED 026 405
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- Guidelines for Mathematics in the Elementary School. ED 026 237
- Guidelines for Mathematics in the Secondary School. ED 026 236
- Landscape Installation and Maintenance: A Junior College Curriculum Guide. ED 026 042
- The Preparation of Urban Teachers: A Proposed Syllabus. Working Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 337
- Preschool Parent Education Program: A Curriculum Guide for Use by Teachers Conducting Parent Education Programs as a Part of Over-All Compensatory Preschool Projects. Experimental Edition. ED 026 118
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- Teaching Voices of Youth and Three Novelettes: An Instructional Bulletin for B7 English. ED 026 424
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- Curriculum Study Centers**
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- Custodian Training**
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- Sanitation in School Housekeeping. A Training Course for School Custodians. ED 025 916
- Dairymen**
Factors Related to the Adoption of Farm Practices. ED 025 725
- Dance**
Dance: A Projection for the Future. ED 026 024
- Data**
Desegregation in Education, 1964-1965. ED 026 447
- Data Collection**
The American Indian High School Dropout in the Southwest. ED 026 195
- Development Trends in Federal Library and Information Center Automation. Guides for Administrative and Technical Interviews. ED 026 096
- Dial Access Information Retrieval Systems: Guidelines Handbook for Educators. Final Report. ED 025 682
- Data Processing**
Data Archives as Resources for Research, Instruction, and Policy Planning: The Project Talent Data Bank. ED 025 804
- A Feasibility Study of Providing Regional Data Processing Services. ED 025 833
- Day Care Programs**
Federal Interagency Day Care Requirements, Pursuant to Sec. 522 (D) of the Economic Opportunity Act. ED 026 145
- Day Care Services**
Federal Interagency Day Care Requirements, Pursuant to Sec. 522 (D) of the Economic Opportunity Act. ED 026 145
- Debate**
Discussion and Argumentation-Debate in the Secondary School. Michigan Speech Association Curriculum Guide Series, No. 3. ED 026 393
- Decision Making**
Appendix V. Charting the Decision-Making Structure of an Organization. ED 026 327
- Decision Making in Action. Chapter 2, New Look at Education: Systems Analysis in our Schools and Colleges. ED 025 838
- Decision-Making in Community Colleges. ED 026 056
- An Education System Planning Game. ED 025 843
- Factors in School Integration Decisions of Negro Mothers. Final Report. ED 026 441
- Students, Higher Education, and the Law. ED 026 012
- The Teaching Tasks Performed by Adult Self-Teachers. ED 025 702
- Deep Structure**
Some Basic Assumptions in Transformational Linguistics. ED 025 762
- Definite Article**
Determining with the Definite Article. ED 025 768
- Delinquency**
Curriculum Materials Developed from a Conference on the Juvenile Court and Vocational Rehabilitation (April 4-6, 1967, Boston, Massachusetts). ED 025 863
- Delinquency Causes**
A Comparison of Delinquent and Non-delinquent Anglo-Americans, Mexican-Americans, and Mexican Nationals. ED 025 788
- Delinquent Identification**
A Comparison of Delinquent and Non-delinquent Anglo-Americans, Mexican-Americans, and Mexican Nationals. ED 025 788
- Delinquents**
A Comparison of Delinquent and Non-delinquent Anglo-Americans, Mexican-Americans, and Mexican Nationals. ED 025 788
- Democracy**
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- Demography**
An Analysis of the Mexican American Migrant Labor Force in the Stockbridge Area. ED 026 167
- Methodology of Enrollment Projections for Colleges and Universities. ED 025 919
- Demonstrations (Civil)**
Student Activism and the Junior College Administrator: Judicial Guidelines. ED 026 039
- Dental Associations**
Accreditation in Dental Hygiene. ED 026 453
- Dental Hygienists**
Accreditation in Dental Hygiene. ED 026 453
- Dental Schools**
Informal Conversations and Learning Among Dental Students: Influence of School Design. ED 025 932

- Depressed Areas (Geographic)**
Economic Policies and Practices. Programs for Relocating Workers Used by Governments of Selected Countries. Paper-8. ED 026 456
- Design**
Design Criteria for Learning Spaces. Seating - Lighting - Acoustics. ED 025 931
- Design Needs**
Designing an Environment for Learning. Proceedings of a Conference of Educational Survey Directors of Member Universities of the Committee on Institutional Cooperation, (Madison, Wisconsin, April 27-28, 1967). ED 025 930
Facility Design Considerations. ED 025 925
- Determiners (Languages)**
Determining with the Definite Article. ED 025 768
- Developing Nations**
Language Problems and Types of Political and Socio-Cultural Integration: A Conceptual Postscript. ED 025 739
- Developmental Guidance**
A Guide for Developmental Vocational Guidance. Grades K-12. ED 026 532
- Developmental Programs**
An Evaluation of Educational Development Programs in Higher Education. Final Report. ED 026 031
- Developmental Psychology**
A Study of Children's Conceptions of Social Behavior (An Investigation of Interpersonal Reaction Development in Young Children). Final Report. ED 025 803
- Diagnostic Tests**
Concerning the Diagnosis and Remedying of Lack of Competence in a Second Language. ED 025 770
The Diagnosis of Sensory-Motor Disabilities. ED 026 200
- Dial Access Information Systems**
Dial Access Information Retrieval Systems: Guidelines Handbook for Educators. Final Report. ED 025 682
- Dialects**
The Influence of Disability Labels and Dialect Differences on the Semantic Differential Responses of College Students. ED 026 023
- Dialect Studies**
Non-Standard Negro Dialects - Convergence or Divergence? ED 025 753
- Diffusion**
Diffusion of Intervention Effects in Disadvantaged Families. ED 026 127
The Researcher's Role in the Diffusion of an Innovation: A Comparative Study. ED 025 733
Research Implications for Educational Diffusion: Major Papers Presented at National Conference on Diffusion of Educational Ideas (East Lansing, Michigan, March 26-28 1968). ED 026 535
- Directed Reading Activity**
Educating Apache Indian Children in a Public School System. Final Report of the Fort Thomas Diverse Capacity Project. ED 026 182
- Directories**
SMM Film Directory. ED 025 952
Directory of Federal Officials with Liaison Responsibility for Programs of Special Interest to Mexican Americans. ED 026 155
- Disadvantaged Environment**
Studies in Deprivation. Occasional Paper, Special. NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 334
- Disadvantaged Groups**
Central Missouri's Inner City Project Tells a Near-Parable. ED 026 339
Effectively Employing the Hard-Core. (An Aid to Companies Joining the Growing Effort of Industry to Help Resolve Basic Social Problems). ED 026 517
Final Report on MDTA Basic Education and Vocational Classes of the Work Training Program, Inc., 1965-67. ED 026 067
Library Service to the Disadvantaged, A Bibliography. Bibliography Series, Number 1. ED 026 103
Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Special Education and Supportive Services. ED 026 234
Los Angeles Unified School District ESEA Title I Components - Summer 1968. Evaluation Reports. ED 026 235
The Negro American and Higher Education. ED 026 036
- Disadvantaged Youth**
The Bethel Project. Project Report Three, the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 333
The Child and the Institution; A Study of Deprivation and Recovery. ED 025 893
Compensatory Education 1966-67; Based on Projects Conducted Under the Elementary and Secondary Education Act of 1965, Title I. Annual Education Report. ED 026 416
Conference Proceedings: Research Dissemination and Training Conference (June 26-27, 1967). ED 026 440
The Disadvantaged Student in Graduate School Master's and Doctoral Degree Programs in Predominantly Non-Negro Universities. ED 026 021
Early Childhood Education. ED 026 198
ESEA Title I Projects Evaluation Report 1967, Volume I. ED 026 430
ESEA Title I Projects Evaluation Report 1967, Volume II. ED 026 431
Good Camping for Children and Youth of Low Income Families; Some Suggestions for Camps Concerned About Providing Equal Opportunities for Children and Youth. ED 026 420
Graduate Education for the 'Disadvantaged' and Black-Oriented University Graduates. ED 026 022
The Hartford-Hotchkins Greater Opportunity Program: Interim Report to the State Department of Education and the Hartford Board of Education. ED 026 422
The Harvard-Yale-Columbia Intensive Summer Studies Program. The Disadvantaged Student in Graduate School. ED 026 020
Helping Procedures for Use with the Disadvantaged. CAPS Current Resources Series. ED 025 815
The Identification and Analysis of Perceived Problems of Teachers in Inner-City Schools. Occasional Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 335
Job Values of Educationally Disadvantaged Students. ED 025 809
Language Development in Disadvantaged Children: An Annotated Bibliography. ED 026 414
Learning of Culturally Disadvantaged Children as a Function of Social and Tangible Reward. ED 026 419
- Los Angeles Unified School District ESEA Title I Components-Evaluation Reports. Division of Elementary Education. ED 025 802
MR 68; The Edge of Change. A Report to the President on Mental Retardation, Program Trends and Innovations, with Recommendations on Residential Care, Manpower, and Deprivation. ED 025 873
Programs for Disadvantaged Students in the California Community Colleges. ED 026 032
Project Concern - 1966-1968; A Report on the Effectiveness of Suburban School Placement for Inner-City Youth. ED 026 421
Remediation and Rehabilitation in the Education of Disadvantaged Children (New York, February 6-7, 1967). ED 026 437
Studies in Deprivation. Occasional Paper, Special. NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 334
Teacher Education: The Young Teacher's View. A Report of Four Regional Conferences for Student Teachers and Beginning Teachers of the Disadvantaged. Project Report Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 332
- Discipline Policy**
General Order on Judicial Standards of Procedure and Substance in Review of Student Discipline in Tax Supported Institutions of Higher Education. ED 025 805
The Private-Public Legal Aspects of Institutions of Higher Education. ED 026 008
The Student as a Student. ED 026 007
The Student as Private Citizen. ED 026 010
The Student as University Resident. ED 026 009
- Discovery Processes**
An Investigation of the Transfer of an Elementary Science Process. ED 026 253
- Discriminatory Attitudes (Social)**
Unique Problems of the Inner City Colleges. ED 026 057
- Discussion (Teaching Technique)**
The Question: What to Ask? ED 026 374
- Discussion Groups**
The Effect of Sociability on the Type and Rate of Interaction in Small Groups. ED 025 728
- District of Columbia**
An Investigation of the Current Role of Publicity in the Washington, D. C. Manpower Development and Training Act Program with a Proposed Public Relations Program for the Future. ED 025 700
- Documentation**
An Annotated Bibliography of Statistical Stylistics. ED 025 765
Information in the Language Sciences: Proceedings of the Conference Held at Warrenton, Virginia, March 4-6, 1966. ED 025 764
Selected Mechanized Scientific and Technical Information Systems. ED 026 085
- Dogmatism**
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- Dormitories**
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- Drama**
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[Teacher's Guides for Grade 7-Biosphere and Grade 8-Geoscope.]

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Economically Disadvantaged

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Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Division of Elementary Education.

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Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Division of Secondary Education.

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Report of Library Services and Construction Act Project #2842, January 1-June 30, 1966.

ED 026 091

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ED 026 092

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The Development of Innovation: Making Reality Change.

ED 026 004

Education as Intervention.

ED 026 000

Planning for Change in English Education.

ED 026 377

Research Implications for Educational Diffusion: Major Papers Presented at National Conference on Diffusion of Educational Ideas (East Lansing, Michigan, March 26-28 1968).

ED 026 535

A Study of the Problems of Italian Universities and Current Plans for Inducing Change. Final Report.

ED 026 030

What Should Be the Role of Afroamerican Education in the Undergraduate Curriculum?

ED 026 015

Educational Coordination

Managing Public Education in a Metropolitan Area.

ED 025 854

Toward Improved Communication and Cooperation Between Public and Nonpublic Schools.

ED 025 836

Educational Counseling

An Analysis of the Courses Failed by Freshmen Students on Academic Probation.

ED 026 064

Educational Demand

A Study of the Problems of Italian Universities and Current Plans for Inducing Change. Final Report.

ED 026 030

Educational Diagnosis

Counselor-Client Diagnostic Agreement and Perceived Outcomes of Counseling: A Progress Report.

ED 025 779

Educational Disadvantage

The Mexican-American Heritage: Developing Cultural Understanding. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas.

ED 026 174

An Overall Education Plan for Rural Alaska.

ED 026 194

Educational Economics

Some Economic Considerations and a Procedure for a University Cost Study.

ED 025 847

Vocational Education.

ED 026 504

Educational Environment

The Assessment of Junior College Environments.

ED 026 049

- Designing an Environment for Learning. Proceedings of a Conference of Educational Survey Directors of Member Universities of the Committee on Institutional Cooperation, (Madison, Wisconsin, April 27-28, 1967). ED 025 930
- Student Behavior and Climate. CAPS Current Resources Series. ED 025 825
- Educational Experiments**
- The Impact of Student Teachers Upon the Attitude and Achievement of High School Students. ED 026 346
- Pattern Drill and Communicative Activity: A Psycholinguistic Experiment. ED 025 977
- Studies in Deprivation. Occasional Paper, Special. NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 334
- Successive Vs. Simultaneous Attainment of Instructional Objectives in Classroom Simulation. ED 026 304
- Educational Facilities**
- Educational Park Development in the United States, 1967. A Survey of Current Development Plans. ED 025 834
- Inventory Control of Fixed Assets by School District Personnel. ED 025 846
- Kentucky Network Reaches All the People. ED 025 955
- Planning and Designing Functional Facilities for Industrial Arts Education. ED 026 522
- Educational Finance**
- Approaches to the Analysis of School Costs, an Introduction. ED 025 832
- Bond Sales for Public School Purposes 1967-68. ED 025 937
- The Creation and Development of Educational Television as an Institution of Adult Education: A Case Study in American History. ED 025 705
- An Introduction to Budgetary Analysis. ED 025 826
- Program Cost Differentials at the University of South Florida, 1965-66, with History of Selected Related Factors of Institutional Operations. ED 025 908
- Recommended Financial Plan for the Construction of a Permanent Campus for San Joaquin Delta College. ED 026 040
- Educational Games**
- Games and Simulation. ED 025 842
- Educational History**
- L.V. Koon: His Contribution to American Education During Half a Century. ED 026 052
- Educational Improvement**
- The Indians and Metis of Northern Saskatchewan. A Report on Economic and Social Development. ED 026 197
- Local Color. ED 026 343
- Manpower in Economic and Social Growth: Proceedings of International Manpower Seminar (6th, June 1-August 13, 1966). ED 026 476
- The Middle School of Tomorrow. Chapter 15, The American Middle School: An Organizational Analysis. ED 025 831
- Planning for Change in English Education. ED 026 377
- The Sound of Pictures. ED 025 969
- A Study of the Relation of Museum Art Exhibitions to Education. Final Report. ED 026 403
- Educational Innovation**
- Analysis and Evaluation of 137 ESEA Title III Planning and Operational Grants. Report No. 4 of the Second National Study of PACE. ED 025 860
- Central Missouri's Inner City Project Tells a Near-Parable. ED 026 339
- Complex Organizations: The Implementation of Major Organizational Innovations. ED 025 827
- A Comprehensive Model for Managing an ESEA Title III Project from Conception to Culmination. Report No. 3 of the Second National Study of PACE. ED 025 859
- The Development of Innovation: Making Reality Change. ED 026 004
- Evaluation and "Pace": A Study of Procedures and Effectiveness of Evaluation Sections in Approved Pace Projects, with Recommendations for Improvement. [Report No. 1 of the Second National Study of Pace.] ED 025 858
- The Middle School of Tomorrow. Chapter 15, The American Middle School: An Organizational Analysis. ED 025 831
- PACE: Catalyst for Change. Report No. 6 of the Second National Study of PACE. ED 025 862
- Professional Teacher Education II: A Programmed Design Developed by the AACTE Teacher Education and Media Project. ED 026 294
- The Radical Faculty - What Are Its Goals? ED 026 017
- The Researcher's Role in the Diffusion of an Innovation: A Comparative Study. ED 025 733
- The Utilization of the College and University Teacher. ED 026 002
- The Views of 920 PACE Project Directors. Report No.5 of the Second National Study of PACE. ED 025 861
- Educational Interest**
- Administrator's Memo: Youth Tutoring Youth. ED 026 340
- Educational Legislation**
- Appropriate Functions of the Board of Governors of the California Community Colleges and of the Local Junior College Governing Boards. ED 026 045
- Educationally Disadvantaged**
- ESEA Title I Evaluation Report-Wichita Program for Educationally Deprived Children, Summer 1968. ED 026 230
- ESEA Title I Evaluation Report-Wichita Program for Educationally Deprived Children, September 1967-May 1968. ED 026 231
- A Survey of Educational Programs for Agricultural Migrant Children during 1967. ED 026 178
- Educational Methods**
- Elementary Schools Survey, Western States Small Schools Project for Nevada. ED 026 168
- Educational Needs**
- Elementary Schools Survey, Western States Small Schools Project for Nevada. ED 026 168
- Employment Opportunities and Training Needs for Technicians in the Metalworking Manufacturing Industries of the Central Ohio Valley with Projections Through 1975. ED 026 491
- Guidelines for Assessing the Nursing Education Needs of a Community. ED 026 497
- [Managerial and Supervisory Educational Needs in Business and Industry in Pennsylvania]. ED 025 701
- Project '80: Rural Michigan Now and in 1980. Economic Prospects of Farmers. Research Report 47, Farm Science. ED 026 452
- A Report by the Governor's Task Force on Vocational and Technical Education. ED 026 528
- Report on Operations and Results of Special Educational Programs for Educationally Handicapped Minors. ED 025 875
- Status and Pre-Employment Training Requirements of Welding Tradesmen, Technicians, and Technologists. ED 026 492
- A Study of the Education and Formal Management Training of Chief Sales Executives of Large Industrial Goods Firms. ED 025 699
- Today's and Tomorrow's Students. ED 025 998
- Training and Retraining Older Workers, an Annotated Bibliography. ED 026 472
- Educational Objectives**
- Appendix O. The Human Relations School. ED 026 320
- Appendix S. Broad Curricular Planning for the ComField Model Teacher Education Program. ED 026 324
- The Educational Commitment of the American Public Library, 1833-1956. ED 025 693
- Education for Creativity, A Modern Myth? ED 025 999
- Education from Within, an Experiment in Curriculum Development with Children of Indian Background in Saskatchewan. ED 026 179
- The English Department and the Challenge of Racism. ED 026 407
- Evaluation of Migrant Summer School Programs Supported by the New York State Department of Education During 1968. Final Report. ED 026 162
- General Guide for Community College System Physical Planning. 2nd Printing. ED 025 907
- Minding Our Own Business. ED 026 408
- The Paramount Middle School Goal. Chapter 3, The American Middle School: An Organizational Analysis. ED 025 830
- The Radical Faculty - What Are Its Goals? ED 026 017
- Student Needs and the System. ED 026 062
- Educational Opportunities**
- Mature Students: The Opportunities Open to Them and the Disabilities from which They Suffer, Together with Some Recommendations and Information. ED 025 690
- Educational Opportunities Survey**
- Item Response Analyses of the Educational Opportunities Survey Teacher Questionnaire. ED 025 841
- Educational Parks**
- Educational Park Development in the United States, 1967. A Survey of Current Development Plans. ED 025 834
- Educational Philosophy**
- Educational Thoroughfare. ED 025 921
- Language Instruction and Intergroup Relations. An Analysis of Language Instruction (Spanish and English) to Spanish-Speaking Learners in California Public Schools, in Relation to the Search for Better Intergroup Relations. ED 026 151
- The Philosophy of Adult Education of the Anglican Church of Canada. ED 025 710
- Educational Planning**
- Comparative Guidance and Placement Program: An Experimental Program for Junior Colleges. Progress Report. ED 026 053
- Designing an Environment for Learning. Proceedings of a Conference of Educational Survey Directors of Member Universities of the Committee on Institutional Cooperation, (Madison, Wisconsin, April 27-28, 1967). ED 025 930
- Educational Assessment - Memphis. ED 025 938
- Educational Park Development in the United States, 1967. A Survey of Current Development Plans. ED 025 834
- An Education System Planning Game.

- ED 025 843
The Future Academic Community: Continuity and Change.
- ED 025 812
Guidelines for Assessing the Nursing Education Needs of a Community.
- ED 026 497
Idaho School District Organization Project. Report of the April Conference; Planning for School District Organization in Idaho.
- ED 026 520
Methods of Teaching Agricultural Occupations in Community Colleges and Area Vocational Schools. Final Report.
- ED 026 529
Planning Programming Budgeting Systems: PPBS and Education.
- ED 025 856
Planning Systems in Education.
- ED 025 855
Proceedings of a Conference on Research-Based Planning and Development (Durham, North Carolina, June 27-30, 1968).
- ED 026 066
Qualitative Planning: Beyond the Numbers Game.
- ED 025 994
School District Organization for Missouri, A Plan to Provide Equal Access to Educational Opportunity for all Children. Report of the Missouri School District Reorganization Commission.
- ED 026 171
The Systems Approach to School Administration: Some Perceptions on the State of the Art in 1967.
- ED 025 853
A Time-Cost Management System for use in Educational Planning.
- ED 025 935
Educational Policy
The Future Academic Community: Continuity and Change.
- ED 025 812
Report of the Advisory Committee on Higher Education to the Secretary of Health, Education, and Welfare.
- ED 025 990
Educational Practice
Ability Grouping.
- ED 025 811
Educational Problems
[Bibliography on Materials in the Field of Indian Education.]
- ED 026 180
The Identification and Analysis of Perceived Problems of Teachers in Inner-City Schools. Occasional Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.
- ED 026 335
Mature Students: The Opportunities Open to Them and the Disabilities from which They Suffer, Together with Some Recommendations and Information.
- ED 025 690
Educational Programs
Annotated Bibliography on the Evaluation of Educational Programs.
- ED 025 857
Compensatory Education 1966-67; Based on Projects Conducted Under the Elementary and Secondary Education Act of 1965, Title I. Annual Education Report.
- ED 026 416
An Evaluation of the Educational Program of a High School Using a Modular Schedule: A Follow-Up Study.
- ED 025 840
Institute for Home Economics Teachers on Initiating, Developing, and Evaluating Programs at the Post High School Level to Prepare Food Service Supervisors and Assistants to Directors of Child Care Services: Volume I: A Post High School Program in Home Economics (May 1, 1966-June 30, 1967). Final Report.
- ED 026 458
Institute for Home Economics Teachers on Initiating, Developing and Evaluating Programs at the Post High School Level to Prepare Food Service Supervisors and Assistants to Directors of Child Care Services. Volume II: A Post-High School Program in Child Care Services Vocational Education in Home Economics. 1966-67.
- ED 026 524
Participation in Pesticide Education Programs and Changes in Opinion Leadership Activities.
- ED 025 726
Project Concern - 1966-1968; A Report on the Effectiveness of Suburban School Placement for Inner-City Youth.
- ED 026 421
The Reconstruction of an American College. Some Proposals for Rutgers College.
- ED 025 992
School Personnel Made Eligible for Initial Certification Through Mat Programs; A Directory of Institutions, with Data.
- ED 026 348
Science Education Information Report, General Bibliography Series 12, Teacher Education.
- ED 026 278
A Survey of Educational Programs for Agricultural Migrant Children during 1967.
- ED 026 178
Youth Education and Interracial Justice; A Report on Some Projects.
- ED 026 446
Educational Research
Ability Grouping.
- ED 025 811
Center for Research and Development in Teaching.
- ED 026 297
Communication Events: A New Look at Classroom Interactions.
- ED 026 293
The Developmental Studies Program: Some Scholarship and Persistence Statistics.
- ED 026 043
The Development of an Information System for Teacher Turnover in Public Schools (Including Uniform Reporting and a Computer Program).
- ED 026 345
Family Relations and Child Development; Home Economics Research Abstracts 1967.
- ED 026 502
Indian Educational Material; Annotated Quarterly Bibliography, Vol 2 No 1: September 1967.
- ED 025 973
Open-Closed Mindedness of College Students in Teacher Education. Final Report.
- ED 026 303
Research and Development Center for Teacher Education.
- ED 026 298
Research from Educational Psychology that has Implications for Elementary School Guidance.
- ED 025 778
Research Implications for Educational Diffusion: Major Papers Presented at National Conference on Diffusion of Educational Ideas (East Lansing, Michigan, March 26-28 1968).
- ED 026 535
Research in Cognate Aspects of Written Composition.
- ED 026 368
Research on Handwriting and Spelling.
- ED 026 361
Selected Proceedings and Information from the 1967 Summer Workshop in Research in Vocational-Technical Education.
- ED 026 500
Student Behavior and Climate. CAPS Current Resources Series.
- ED 025 825
A Study of Classroom Interaction and Thinking. Interim Report.
- ED 026 344
Teacher Aides: A Status Report.
- ED 026 295
Educational Researchers
The Researcher's Role in the Diffusion of an Innovation: A Comparative Study.
- ED 025 733
Educational Resources
The Role of Education in Rural Development.
- ED 026 190
Vocational Training for Industry in the Northern Plains.
- ED 026 468
Educational Responsibility
The Educational Commitment of the American Public Library, 1833-1956.
- ED 025 693
The Future Academic Community: Continuity and Change.
- ED 025 812
Educational Specifications
A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education. Volume I: Overview and Specifications. Final Report.
- ED 026 305
Science Facilities for Mississippi Schools, Grades 1-12.
- ED 025 902
Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report. Volume I.
- ED 026 301
Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report. Volume II.
- ED 026 302
Educational Status Comparison
Educational Status Projections of Rural Youth: Annotations of the Research Literature.
- ED 026 189
Vocational Guidance in Secondary Education. Results of a National Survey. Research 36.
- ED 026 534
Educational Supply
Vocational Training for Industry in the Northern Plains.
- ED 026 468
Educational Television
The Creation and Development of Educational Television as an Institution of Adult Education: A Case Study in American History.
- ED 025 705
'Engineering: Craft and Science;' A Television Series for Engineering Craft Trainees.
- ED 025 960
ETV Study, 1967.
- ED 025 945
An Experimental Study of the Effects of Different Combinations of Television Presentations and Classroom Teacher Follow-up on the Achievement and Interest in Science of Fifth Graders.
- ED 026 265
Follow-Up and Feed-Back Materials.
- ED 025 961
General Science in Ghana.
- ED 025 957
Kentucky Network Reaches All the People.
- ED 025 955
'News!' A Successful ETV Competition in Malta.
- ED 025 958
Some Effects of Televised Instruction on a Basic Speech Course.
- ED 026 380
The Status of Canadian Educational Television.
- ED 025 954
Educational Testing
Comparative Guidance and Placement Program: An Experimental Program for Junior Colleges. Progress Report.
- ED 026 053
Educational Theories
Getting with Instructional Systems and Getting Instructional Systems with It.
- ED 026 044
Educational Trends
Business Education: An Evaluative Inventory. National Business Education Yearbook, No. 6.
- ED 026 513
Trends and Emphases in Elementary English.
- ED 026 373
Effective Teaching
Center for Research and Development in Teaching.
- ED 026 297
Excellence in Teacher Education: 1969 Distinguished Achievement Awards of the American Association of Colleges for Teacher Education.
- ED 026 347
Follow-Up and Feed-Back Materials.
- ED 025 961
Individualization of Instruction for Teacher Corpsmen.
- ED 026 341
A Letter To A Student Teacher.
- ED 026 412
Local Color.
- ED 026 343

142 Subject Index

- Research and Development Center for Teacher Education. ED 026 298
- A Systematic Approach to the Analysis of a Non-Systematic Process. ED 026 300
- Eisenhower College**
- What Does the Small College Have to Sell? ED 026 014
- Elections**
- Bond Sales for Public School Purposes 1967-68. ED 025 937
- Electrical Occupations**
- Practical Electronics. Technical Instruction Manual. ED 026 455
- Electricity**
- Inductors and Inductance-Resistance Networks. ED 026 239
- Transient Response of a Second Order System Using State Variables. ED 026 241
- Electronic Data Processing**
- Appendix Y. The Integrated Communications Experiment (ICE) Summary. ED 026 330
- Catalog Data File Creation for the New England Regional Library Technical Processing Center. NELINET. New England Library Information Network. Final Report of CLR-374. ED 026 077
- Human Factors Data Thesaurus, an Application to Task Data. Final Report, January 2, 1967 - October 31, 1967. ED 026 076
- Information Handling in the National Standard Reference Data System. NES Technical Note 290. ED 026 095
- Electronics**
- An Experiment in Basic Airborne Electronics Training. Part 5: Evaluation of the Revised Courses. ED 025 684
- Practical Electronics. Technical Instruction Manual. ED 026 455
- Elementary and Secondary Education Act Title I**
- Classroom Projects and Linguistic Laboratory for Non-English Speaking Children of Oklahoma. ED 026 176
- Elementary Education**
- A Curriculum in Written Composition, K-3: A Guide for Teaching. ED 026 366
- A Curriculum in Written Composition, 4-6: A Guide for Teaching. ED 026 367
- Educating Apache Indian Children in a Public School System. Final Report of the Fort Thomas Diverse Capacity Project. ED 026 182
- English in the Primary School: Being the Evidence of the Association Presented to the Plowden Committee. ED 026 369
- Los Angeles Unified School District ESEA Title I Components-Evaluation Reports. Division of Elementary Education. ED 025 802
- Research in Oral Language. ED 026 370
- Speech Activities in the Elementary School. Michigan Speech Association Curriculum Guide Series, No. 5. ED 026 392
- Trends and Emphases in Elementary English. ED 026 373
- Use of Literary Models in Teaching Written Composition, Grades K-6. ED 026 365
- Elementary Grades**
- Guide for Teaching English as a Second Language to Elementary School Pupils. Level I, Part I. Teaching English Early. ED 025 680
- Guide for Teaching English as a Second Language to Elementary School Pupils. Level I, Part II. Teaching English Early. ED 026 135
- Individually Prescribed Instruction-Reading Program. ED 025 681
- Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Division of Elementary Education. ED 026 202
- Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Special Education and Supportive Services. ED 026 232
- Los Angeles Unified School District ESEA Title I Components - Summer 1968. Evaluation Reports. ED 026 234
- Science Adventures in Children's Play. ED 026 235
- Supplementary Education Center. ED 026 146
- Teaching Safety in the Elementary School. ED 026 213
- Teaching Spanish to the Spanish-Speaking Child, 1965-1968. Report. ED 026 147
- Elementary School Counseling**
- A Rationale for Guidance in the Elementary School. ED 025 790
- Small Group Counseling: A Potential Means of Confronting Adjustment Problems in the Lower Elementary School. ED 025 796
- Elementary School Counselors**
- First All-Iowa Elementary Guidance Conference. ED 025 822
- Research from Educational Psychology that has Implications for Elementary School Guidance. ED 025 778
- Elementary School Curriculum**
- Developing Competency in Written Composition in Children from Kindergarten through Elementary School by Means of Curriculum Materials. Final Report. ED 026 363
- Foundations for a Curriculum in Written Composition, K-6. ED 026 364
- Elementary School Guidance**
- A Rationale for Guidance in the Elementary School. ED 025 790
- Elementary School Mathematics**
- Appendix B. A Conceptual Model for the Teaching of Elementary Mathematics. ED 026 307
- Appendix C. Content Model-Mathematics-for Elementary Education. ED 026 308
- Arithmetic and Mathematics. Dimensions in Early Learning Series. ED 026 136
- Elementary School Mathematics: A Guide to Current Research. Third Edition. ED 026 123
- Guidelines for Mathematics in the Elementary School. ED 026 237
- [Orange County Science Education Improvement Project Syllabuses, K-6.] ED 026 269
- Elementary Schools**
- Elementary Schools Survey, Western States Small Schools Project for Nevada. ED 026 168
- ESEA Title I Evaluation Report-Wichita Program for Educationally Deprived Children, September 1967-May 1968. ED 026 231
- Evaluation of the Bilingual Project of Harlandale Independent School District, San Antonio, Texas, in the First and Second Grades of Four Elementary Schools during 1967-68 School Year. ED 026 158
- Family Life Education. A Guide to a Curriculum. ED 025 783
- Grouping. ED 026 135
- Elementary School Science**
- The Ability to Conserve Quantity of Liquid and Its Relationship to Socio-Economic Background, Intelligence, and Achievement Among Selected Fourth Grade Pupils. ED 026 266
- Aerospace Bibliography, Fourth Edition. ED 026 272
- An Assessment of Science Achievement of Five- and Six-Year Old Students of Contrasting Socio-Economic Backgrounds. ED 026 271
- A Comparison of Interest Level and Problem Solving Accuracy Generated by Single Concept Inductive and Deductive Science Films, Research Study Number 1. ED 026 250
- Desert Life, Experimental Edition Prepared for Testing in the Primary Grades. ED 026 254
- An Experimental Study of the Development of Science Continuum Concepts in Upper Elementary and Junior High School Children. ED 026 246
- An Experimental Study of the Effects of Different Combinations of Television Presentations and Classroom Teacher Follow-up on the Achievement and Interest in Science of Fifth Graders. ED 026 265
- An Exploratory Investigation of Certain Affective Behaviors Associated with the Learning of Science. ED 026 248
- Introducing Children to Space, the Lincoln Plan. A Space Handbook for Teachers Grades K through 6. ED 026 275
- An Investigation of the Transfer of an Elementary Science Process. ED 026 253
- The Planetarium, An Elementary-School Teaching Resource. ED 026 274
- The Responses of Economically Advantaged and Economically Disadvantaged Sixth Grade Pupils to Science Demonstrations. ED 026 252
- The Role of Cognitive Organizers in the Facilitation of Concept Learning in Elementary School Science. ED 026 251
- Safety in the Science Laboratory, A Guide. ED 026 255
- Science Education Information Report, General Bibliography Series 11, Instructional Procedures. ED 026 277
- SCIS Elementary Science Sourcebook. ED 026 243
- A Study of the Development in Logical Judgments in Science of Successful and Unsuccessful Problem Solvers in Grades Four Through Nine. ED 026 249
- Elementary School Students**
- The Diagnosis of Sensory-Motor Disabilities. ED 026 200
- The Effectiveness of the Peabody Language Development Kits and the Initial Teaching Alphabet with Disadvantaged Children in the Primary Grades: After Two Years. ED 026 125
- Ego Development Guide for Primary Grade Teachers, K-3. Project Beacon. ED 025 813
- A Longitudinal Investigation of Change in the Factorial Composition of Intelligence with Age in Young School Children. ED 026 149
- A Plan for Developing Performance Materials in the Contemporary Idiom for the Early Stages of String Instruction. Appendices A-F. Final Report. ED 025 850
- The Syntax of Children's Writing. ED 026 356
- Teaching Rhetorical Concepts to Elementary Children. A Research Report. ED 026 383
- Elementary School Teachers**
- Appendix S. Broad Curricular Planning for the ComField Model Teacher Education Program. ED 026 324
- Appendix T. Personalizing Teacher Education.

- ED 026 325
Appendix U. Self Concept and Teaching: An Exploration.
- ED 026 326
A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education. Volume I: Overview and Specifications. Final Report.
- ED 026 305
The Identification and Analysis of Perceived Problems of Teachers in Inner-City Schools. Occasional Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.
- ED 026 335
Item Response Analyses of the Educational Opportunities Survey Teacher Questionnaire.
- ED 025 841
The Preparation of Urban Teachers: A Proposed Syllabus. Working Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.
- ED 026 337
Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report. Volume I.
- ED 026 301
Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report. Volume II.
- ED 026 302
Embedding
Concerning the Diagnosis and Remedying of Lack of Competence in a Second Language. ED 025 770
- Emotionally Disturbed**
Research Relating to Emotionally Disturbed Children. ED 025 879
- Emotionally Disturbed Children**
A Pilot Study in Exploring the Use of Mental Health Consultants to Teachers of Socially and Emotionally Maladjusted Pupils in Regular Classes. ED 026 292
- Employer Attitudes**
Analysis of Tasks in Three Home Related Occupations. ED 026 484
Status and Pre-Employment Training Requirements of Welding Tradesmen, Technicians, and Technologists. ED 026 492
Survey of Employer Experience and Opinions Concerning Mentally Retarded Persons as Employees. ED 026 506
- Employment**
Education, Employment, and Negro Equality. ED 026 533
Survey of Employer Experience and Opinions Concerning Mentally Retarded Persons as Employees. ED 026 506
- Employment Experience**
The Pre-Retirement Years: A Longitudinal Study of the Labor Market of the Cohort of Men 45-59 Years of Age. Vol. I. ED 026 525
- Employment Opportunities**
Employment Opportunities and Training Needs for Technicians in the Metalworking Manufacturing Industries of the Central Ohio Valley with Projections Through 1975. ED 026 491
Manpower and Operations Research Studies of the U.S. Employment Service and State Employment Services 1958-1967. A Selected Bibliography. ED 026 516
Project '80: Rural Michigan Now and in 1980. Economic Prospects of Farmers. Research Report 47, Farm Service. ED 026 452
- Employment Patterns**
Nurse Career-Pattern Study. Part I: Practical Nursing Programs. ED 026 510
- Employment Programs**
Effectively Employing the Hard-Core. (An Aid to Companies Joining the Growing Effort of Industry to Help Resolve Basic Social Problems). ED 026 517
Target: Employment. ED 026 470
- Employment Projections**
Manpower Planning and Forecasting in the Firm: An Exploratory Probe. Final Report. ED 026 521
Methods of Long-Term Projection of Requirements for and Supply of Qualified Manpower. Statistical Reports and Studies. ED 026 457
The New York State Department of Labor's Manpower Projections for the State and its Areas: A Preliminary Report on Methodology. Special Labor News Memorandum 111. ED 026 459
Project '80: Rural Michigan Now and in 1980. Economic Prospects of Farmers. Research Report 47, Farm Service. ED 026 452
- Employment Qualifications**
Status and Pre-Employment Training Requirements of Welding Tradesmen, Technicians, and Technologists. ED 026 492
- Employment Services**
Manpower and Operations Research Studies of the U.S. Employment Service and State Employment Services 1958-1967. A Selected Bibliography. ED 026 516
- Employment Statistics**
Study of Minority Group Employment in the Federal Government. ED 026 519
- Engineering**
CSI Manual of Practice. ED 025 920
Inductors and Inductance-Resistance Networks. ED 026 239
Line Integral of a Vector. ED 026 238
Sinusoids and Phasors. ED 026 240
Transient Response of a Second Order System Using State Variables. ED 026 241
- Engineering Education**
'Engineering: Craft and Science,' A Television Series for Engineering Craft Trainees. ED 025 960
Liberal Studies and College Environments in Engineering Education—What Aims, What Effect? ED 025 997
- Engineering Technicians**
The Shortage of Skilled and Technical Workers; An Inquiry Into Selected Occupations in Short Supply. ED 026 499
- Engineers**
The Need for Plastics Education. ED 026 069
- England**
Mature Students; The Opportunities Open to Them and the Disabilities from which They Suffer, Together with Some Recommendations and Information. ED 025 690
- English**
The English Department Chairman and the Process of Educational Change. ED 026 405
English Pronunciation: A Manual for Teachers. Collier-MacMillan Teacher's Library. ED 025 750
[General Characteristics of English Grammar Compared With Russian.] ED 025 985
The Graduate Record Examination: A Minority Statement and a Prediction. ED 026 409
The New Breed—A New Direction. ED 026 410
Phonetic Symbolism in Adult Native Speakers of English. ED 025 760
- English (Second Language)**
Applied Linguistics: A Survey for Language Teachers. Collier MacMillan Teacher's Library. ED 025 749
Barriers to Successful Reading for Second-Language Students at the Secondary Level. ED 025 744
Bibliography of Materials Available for Use in English as a Second Language Classes. ED 026 153
Bilingual Elementary Schooling. ED 025 772
Classroom Projects and Linguistic Laboratory for Non-English Speaking Children of Oklahoma. ED 026 176
Concerning the Diagnosis and Remedying of Lack of Competence in a Second Language. ED 025 770
From Cree to English. Part One: the Sound System. ED 025 755
Determining with the Definite Article. ED 025 768
English Pronunciation: A Manual for Teachers. Collier-MacMillan Teacher's Library. ED 025 750
Guide for Teaching English as a Second Language to Elementary School Pupils. Level I, Part I. Teaching English Early. ED 025 680
Guide for Teaching English as a Second Language to Elementary School Pupils. Level I, Part II. Teaching English Early. ED 025 681
Language Acquisition in a Second Language Environment. ED 025 978
Language Arts Project. ED 026 185
Language Instruction and Intergroup Relations. An Analysis of Language Instruction (Spanish and English) to Spanish-Speaking Learners in California Public Schools, in Relation to the Search for Better Intergroup Relations. ED 026 151
'News!' A Successful ETV Competition in Malta. ED 025 958
Priorities in Instituting the Teaching of English as a Second Language in a Southwest Texas School. ED 025 747
Proceedings of the Conference on the Role of Canadian Universities in the Teaching of English and French as Second Languages. ED 025 986
Reading Instruction for College Level Foreign Students. ED 025 745
Reading Literature and Learning A Second Language. ED 025 767
Reference List of Materials for English as a Second Language. Supplement: 1964-1968. ED 025 773
Teaching English to the Indian of the Plains and the Northwest. ED 025 748
Toward Psycholinguistic Models of Language Instruction. ED 025 743
Whose American Dream Is It? ED 025 771
- English Curriculum**
The Centrality of Literature in the English Curriculum. ED 026 372
Planning for Change in English Education. ED 026 377
- English Instruction**
The Bible in the English Program. ED 026 382
Censorship and Arizona Schools: 1966-1968. ED 026 396
Composition in the Two-Year College; or "Nothing So Needs Reform As Other People's Habits." ED 026 406
A Curriculum in Written Composition, K-3: A Guide for Teaching. ED 026 366
A Curriculum in Written Composition, 4-6: A Guide for Teaching. ED 026 367

- Developing Competency in Written Composition in Children from Kindergarten through Elementary School by Means of Curriculum Materials. Final Report. ED 026 363
- The English Department and the Challenge of Racism. ED 026 407
- English for Maturity: English in the Secondary School. Second Edition. ED 026 399
- English in the Primary School: Being the Evidence of the Association Presented to the Plowden Committee. ED 026 369
- Film Study Hang Ups. ED 026 385
- Foundations for a Curriculum in Written Composition, K-6. ED 026 364
- Freedom to Write: A Composition Course For Ghetto Adults. ED 026 404
- A Hank of Hair and a Piece of Bone. ED 026 353
- An In-Service Program For Two-Year College English Instructors. ED 026 411
- Language and Language Learning: Papers Relating to the Anglo-American Seminar on the Teaching of English (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers. ED 026 360
- Learning From Loneliness. ED 026 359
- A Letter To A Student Teacher. ED 026 412
- Minding Our Own Business. ED 026 408
- National Study of High School English Programs: A Record of English Teaching Today, A School For All Seasons. ED 026 357
- The New Breed—A New Direction. ED 026 410
- Paperback Grammar for Handbook Writers. ED 026 355
- Planning for Change in English Education. ED 026 377
- Programmed English, Des Moines High School. ED 026 186
- Research in Oral Language. ED 026 370
- Research Methods in the Language Arts. ED 026 362
- Research on Handwriting and Spelling. ED 026 361
- Response to Literature: Papers Relating to the Anglo-American Seminar on the Teaching of English (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers. ED 026 350
- Teaching Rhetorical Concepts to Elementary Children. A Research Report. ED 026 383
- "The Bandits of Orgosolo." ED 026 358
- "The Once and Future King." ED 026 387
- Trends and Emphases in Elementary English. ED 026 373
- Use of Literary Models in Teaching Written Composition, Grades K-6. ED 026 365
- Use Words Because the Skin Forgets. ED 026 351
- The Wheel: A Model For Multi-Media Learning. ED 026 352
- Who Are These People? ED 026 386
- A Word About Junior College Teacher Preparation and Development. ED 026 413
- English Literature**
- The Bible in the English Program. ED 026 382
- Who Are These People? ED 026 386
- English Programs**
- An In-Service Program For Two-Year College English Instructors. ED 026 411
- National Study of High School English Programs: A Record of English Teaching Today, A School For All Seasons. ED 025 896
- Enrichment Experience**
- Some Approaches to Meeting Cultural Deprivation in Students Entering Small Rural Schools. ED 026 181
- Enrollment Projections**
- Methodology of Enrollment Projections for Colleges and Universities. ED 025 919
- Enrollment Trends**
- Students Enrolled for Advanced Degrees Fall 1966. ED 026 029
- Environmental Criteria**
- Designing an Environment for Learning. Proceedings of a Conference of Educational Survey Directors of Member Universities of the Committee on Institutional Cooperation, (Madison, Wisconsin, April 27-28, 1967). ED 025 930
- Environmental Influences**
- Annual Progress in Child Psychiatry and Child Development. ED 025 884
- Behaviour Problems Amongst Children With Cerebral Palsy. ED 025 882
- Biological Implications of Artificial Illumination. ED 025 929
- The Child and the Institution: A Study of Deprivation and Recovery. ED 025 893
- Helping the Child Develop His Creative Potential. ED 026 113
- Residence Hall Environment, A Comparative Study in Architectural Psychology. ED 025 906
- Sex Differences in Mental and Behavioral Traits. ED 026 117
- Student Behavior and Climate. CAPS Current Resources Series. ED 025 825
- Student Subcultures Reviewed and Revisited. ED 026 003
- "The Bandits of Orgosolo." ED 026 358
- Environmental Research**
- Informal Conversations and Learning Among Dental Students: Influence of School Design. ED 025 932
- Recognized Problems of Single Girls in Iowa Entering the Work World Following High School Graduation. ED 026 482
- Epilepsy**
- Public Provision for Epileptics in the United States. ED 025 866
- Equal Opportunities (Jobs)**
- Education, Employment, and Negro Equality. ED 026 533
- Equipment**
- Inventory Control of Fixed Assets by School District Personnel. ED 025 846
- Listing of Food Service Equipment. ED 025 903
- Equipment Evaluation**
- Colleges Fight Fire With Electronics. ED 025 923
- Mobile Library Filming Device. ED 026 081
- Equipment Manufacturers**
- Colleges Fight Fire With Electronics. ED 025 923
- Equipment Standards**
- 1968 Listing of Swimming Pool Equipment. ED 025 904
- Basic and Special Criteria for the Evaluation of Manually Activated and/or Coin Activated Vending Machines for Foods and/or Beverages. Revised February 1963. ED 025 897
- Centrifugal Pumps for Swimming Pools. National Sanitation Foundation Standard Number 17. ED 025 896
- Diatomite Type Filters for Swimming Pools. Standard No. 9, Revised October, 1966. ED 025 900
- Food Service Refrigerators and Food Service Storage Freezers. Standard No. 7, Revised April 1966. ED 025 898
- Listing of Food Service Equipment. ED 025 903
- Sand Type Filters for Swimming Pools. Standard No. 10, Revised October, 1966. ED 025 899
- School Shop Development: Research and Planning. ED 026 496
- Selection and Specification of Rear-Projection Screens. ED 025 934
- Equipment Utilization**
- Production of Closed-Circuit Television Programs for Improving Instruction in Professional Health and Physical Education Courses at the Undergraduate Level. ED 025 953
- ESEA Title I**
- A Survey of Educational Programs for Agricultural Migrant Children during 1967. ED 026 178
- Estimates**
- [Bibliography on Materials in the Field of Indian Education.] ED 026 180
- Estimated Costs**
- A Feasibility Study of Providing Regional Data Processing Services. ED 025 833
- Ethical Values**
- Teaching Strategies for the Clarification of Values. Guidelines Paper VI. ED 025 784
- Ethnic Groups**
- A Comparison of Delinquent and Non-delinquent Anglo-Americans, Mexican-Americans, and Mexican Nationals. ED 025 788
- Dependency and Social Performance: The Development of a Scale To Measure Level of Independence in Small Children. Part of the Final Report. ED 026 129
- Study of Minority Group Employment in the Federal Government. ED 026 519
- Evaluation**
- The Assumptions and Implications of Federal Adult Education Legislation. ED 025 722
- Criteria for Evaluating the Effectiveness of Library Operations and Services. Final Report, Phase II: Data Gathering and Evaluations. ED 026 105
- Development and Evaluation of a Large-Scale System for Selective Dissemination of Information (SDI). Research and Development Technical Report. ED 026 098
- An Evaluation of a Six-Week Headstart Program Using an Academically Oriented Curriculum: Canton, 1967. ED 026 114
- How Effective is Programmed Instruction in Teaching of Reading? ED 026 219
- The Open-Door College: The Problem of the Low Achiever. ED 026 054
- Science Education Information Report, General Bibliography Series 19, Evaluation and Educational Objectives, Learning Theories and Processes, Research Methodology. ED 026 285
- A Systems Approach to Updating Professional Personnel. ED 025 718
- Why Adults Learn: A Study of the Major Reasons for Beginning and Continuing a Learning Project. ED 025 688
- Evaluation Criteria**
- Appendix L. A Sequence for the Practicum. ED 026 317

Criteria for Evaluating the Effectiveness of Library Operations and Services. Final Report, Phase II: Data Gathering and Evaluations.

ED 026 105

Criteria for the Evaluation of Educational Programs in Nursing Leading to an Associate Degree. Revised Edition.

ED 026 471

The New NCATE Evaluation Criteria and the Requirements for a Teaching Major.

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North Carolina Comprehensive Community College System Standards and Evaluative Criteria: Community Colleges and Technical Institutes.

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Evaluation Methods

Annotated Bibliography on the Evaluation of Educational Programs.

ED 025 857

An Evaluative Analysis of Selected University Conference Programs Conducted at Kellogg Center for Continuing Education Michigan State University.

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A Study of Delayed Achievement in a Short-Term Adult Education Program.

ED 025 714

Transmission Fidelity in Document Systems.

ED 026 083

Evaluation Needs

Evaluation and "Pace": A Study of Procedures and Effectiveness of Evaluation Sections in Approved Pace Projects, with Recommendations for Improvement. [Report No. 1 of the Second National Study of Pace.]

ED 025 858

Evaluation Techniques

Evaluation and "Pace": A Study of Procedures and Effectiveness of Evaluation Sections in Approved Pace Projects, with Recommendations for Improvement. [Report No. 1 of the Second National Study of Pace.]

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ED 025 864

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ED 025 866

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ED 025 872

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ED 025 878

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ED 025 884

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ED 025 887

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ED 025 893

Cleft Palate Habilitation; Proceedings of the Annual Symposium on Cleft Palate Habilitation (5th, Syracuse University, New York, May 11-12, 1967).

ED 025 876

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ED 025 888

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ED 025 892

Influences of an Advance Organizer on the Verbal Learning and Retention of Educable Mental Retardates; A Comparison of Educable Mentally Retarded and Intellectually Normal Performances. Final Report.

ED 025 883

A Pilot Evaluation of Instructional Material Centers. Final Report.

ED 025 889

Predictors of Achievement for Educable Mentally Retarded Children. Final Report.

ED 025 885

Problems of Language Development in the Retarded: A Discussion of Olson's Review. Studies in Language and Language Behavior, Progress Report IV.

ED 025 886

Report on Operations and Results of Special Educational Programs for Educationally Handicapped Minors.

ED 025 875

Research Relating to Emotionally Disturbed Children.

ED 025 879

Study of Man-Machine Communications Systems for the Handicapped. Interim Report.

ED 025 890

Verbal Operant Conditioning of Young Mongoloid Children. Final Report.

ED 025 891

Visual and Auditory Learning Processes in Normal Children and Children with Specific Learning Disabilities. Final Report.

ED 025 894

Exceptional Child Services

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ED 025 863

MR 68; The Edge of Change. A Report to the President on Mental Retardation, Program Trends and Innovations, with Recommendations on Residential Care, Manpower, and Deprivation.

ED 025 873

The Retarded Adult in the Community.

ED 025 881

Scouting for the Mentally Retarded.

ED 025 868

State Laws Pertaining to Phenylketonuria as of November 1966.

ED 025 874

Exchange Programs

International Educational Exchange: A Selected Bibliography.

ED 025 976

Experimental Groups

Similarities and Differences of Marathon and Ongoing Strength Groups.

ED 025 780

Experimental Programs

American Political Behavior, Book I. Interim Report.

ED 026 400

Comparative Guidance and Placement Program: An Experimental Program for Junior Colleges. Progress Report.

Diffusion of Intervention Effects in Disadvantaged Families.

ED 026 053

The Effect of a Structured Tutorial Program on the Cognitive and Language Development of Culturally Disadvantaged Infants.

ED 026 127

An Evaluation of a Six-Week Headstart Program Using an Academically Oriented Curriculum: Canton, 1967.

ED 026 110

Excellence in Teacher Education: 1969 Distinguished Achievement Awards of the American Association of Colleges for Teacher Education.

ED 026 114

Kindergarten Research Study: Level of Skills Development Related to Growth in Skills and to Readiness for the First Primary Year.

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Learning and Student Interaction in Small Self-Directed College Groups. Final Report.

ED 026 111

Mental Health and Manpower Employment Adjustment for Psychiatric Patients, MDTA Experimental and Demonstration Findings.

ED 026 027

ED 026 466

Experiments

Learning of Culturally Disadvantaged Children as a Function of Social and Tangible Reward.

ED 026 419

Extension Agents

Communication Concepts for Adult Educators.

ED 025 727

Correlates of Administrative Professional Leadership in the North Carolina Agricultural Extension Service.

ED 025 729

An Identification of Critical Behavior and Related Major Concepts Relevant to the Training of Professional Leaders in Extension Education.

ED 025 720

Extension Education

Classification Outline for Extension Research Materials.

ED 025 689

Facility Case Studies

A Report on the Schools of Boston - 1962.

ED 025 936

Facility Guidelines

General Guide for Community College System Physical Planning. 2nd Printing.

ED 025 907

Planning and Designing Functional Facilities for Industrial Arts Education.

ED 026 522

A Planning Guide for Constructing and Equipping the Agriculture Occupations Facility (An Interim Report).

ED 025 895

School Shop Development: Research and Planning.

ED 026 496

Science Facilities for Mississippi Schools, Grades 1-12.

ED 025 902

Facility Inventory

Higher Education Facilities Classification and Inventory Procedures Manual.

ED 025 901

Facility Requirements

A Feasibility Study of Providing Regional Data Processing Services.

ED 025 833

An Overall Education Plan for Rural Alaska.

ED 026 194

Planning and Designing Functional Facilities for Industrial Arts Education.

ED 026 522

A Planning Guide for Constructing and Equipping the Agriculture Occupations Facility (An Interim Report).

ED 025 895

A Program of Action for the Schools in South Dade County, Florida: A Report to the Special Study Committee.

ED 026 443

Facsimile Communication Systems

Telefacsimile Communication With the Xerox Magnavox Telecopier in Reference and Interlibrary Loans: A Report of a Three-Month Ex-

146 Subject Index

- perimental Demonstration Conducted by the South Carolina State Library Board. ED 026 074
- Factor Analysis**
A Factor Analysis of Project Talent Tests and Four Other Test Batteries. Project TALENT. ED 025 819
Factors Related to the Adoption of Farm Practices. ED 025 725
A Longitudinal Investigation of Change in the Factorial Composition of Intelligence with Age in Young School Children. ED 026 149
- Factor Structure**
A Longitudinal Investigation of Change in the Factorial Composition of Intelligence with Age in Young School Children. ED 026 149
- Faculty**
Decision-Making in Community Colleges. ED 026 056
The Development of Innovation: Making Reality Change. ED 026 004
Personality Characteristics of College and University Faculty: Implications for the Community College. ED 026 048
A Profile of New Faculty in California Community Colleges. ED 026 059
Qualitative Planning: Beyond the Numbers Game. ED 025 994
The Radical Faculty -- What Are Its Goals? ED 026 017
The Utilization of the College and University Teacher. ED 026 002
- Faculty Mobility**
The Development of an Information System for Teacher Turnover in Public Schools (Including Uniform Reporting and a Computer Program). ED 026 345
- Faculty Organizations**
Reform in Higher Education--Goals of the Right and of the Left. ED 026 016
- Faculty Recruitment**
Housing and Transportation Study: Full-Time Employees. ED 026 060
- Family (Sociological Unit)**
Behaviour Problems Amongst Children With Cerebral Palsy. ED 025 882
Conference on Community and Family Services for the Educational Rehabilitation of Disadvantaged Youth, Conference Proceedings (New York, June 15-16, 1967). ED 026 436
- Family Involvement**
Church and Family in Modern Rural Appalachia. ED 026 163
- Family Life Education**
Family Life Education. A Guide to a Curriculum. ED 025 783
Family Relations and Child Development; Home Economics Research Abstracts 1967. ED 026 502
Recommendations from the White House Conference on Children and Youth for Home Economics Teachers on the Family Today. Part I. ED 026 475
- Family Problems**
Recommendations from the White House Conference on Children and Youth for Home Economics Teachers on the Family Today. Part 2. ED 026 474
Recommendations from the White House Conference on Children and Youth for Home Economics Teachers on the Family Today. Part I. ED 026 475
- Family Programs**
Diffusion of Intervention Effects in Disadvantaged Families. ED 026 127
- Family Relationship**
Recommendations from the White House Conference on Children and Youth for Home Economics Teachers on the Family Today. Part 2. ED 026 474
Recommendations from the White House Conference on Children and Youth for Home Economics Teachers on the Family Today. Part I. ED 026 475
- Family Role**
Recommendations from the White House Conference on Children and Youth for Home Economics Teachers on the Family Today. Part 2. ED 026 474
Recommendations from the White House Conference on Children and Youth for Home Economics Teachers on the Family Today. Part I. ED 026 475
- Family Structure**
Conference on Community and Family Services for the Educational Rehabilitation of Disadvantaged Youth, Conference Proceedings (New York, June 15-16, 1967). ED 026 436
- Farmers**
Project '80; Rural Michigan Now and in 1980. Economic Prospects of Farmers. Research Report 47, Farm Science. ED 026 452
Role of Information Sources and Communication Channels in Adoption of Improved Practices by Farmers in M. P. State, India. ED 025 712
- Farm Labor**
Guide to Sources on Agricultural Labor. ED 026 152
- Farm Management**
Factors Related to the Adoption of Farm Practices. ED 025 725
- Fear**
Fear and Attachment in Young Children. Research Project Number 4 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967. ED 026 141
- Feasibility Studies**
Determining Employment Needs, Educational Feasibilities, and Potential Enrollments in Occupational Home Economics at the Post-Secondary Level in Oklahoma. ED 026 503
Manpower Planning and Forecasting in the Firm: An Exploratory Probe. Final Report. ED 026 521
A Study to Determine the Feasibility of Establishing a National Program for Training Skilled Aviation Personnel. ED 026 495
- Federal Aid**
The Assumptions and Implications of Federal Adult Education Legislation. ED 025 722
Federal Interagency Day Care Requirements, Pursuant to Sec. 522 (D) of the Economic Opportunity Act. ED 026 145
The Negro American and Higher Education. ED 026 036
Supplementary Education Center. ED 026 213
Vocational Education Amendments of 1968. 1968. Report No. 1938. ED 026 505
- Federal Court Litigation**
General Order on Judicial Standards of Procedure and Substance in Review of Student Discipline in Tax Supported Institutions of Higher Education. ED 025 805
- Federal Government**
Copyright and Intellectual Property. ED 026 082
Selected Mechanized Scientific and Technical Information Systems. ED 026 085
Study of Minority Group Employment in the Federal Government. ED 026 519
- Federal Laws**
Vocational Education Amendments of 1968. 1968. Report No. 1938. ED 026 505
- Federal Legislation**
The Assumptions and Implications of Federal Adult Education Legislation. ED 025 722
- Federal Programs**
Analysis and Evaluation of 137 ESEA Title III Planning and Operational Grants. Report No. 4 of the Second National Study of PACE. ED 025 860
Compensatory Education 1966-67; Based on Projects Conducted Under the Elementary and Secondary Education Act of 1965, Title I. Annual Education Report. ED 026 416
Directory of Federal Officials with Liaison Responsibility for Programs of Special Interest to Mexican Americans. ED 026 155
The Effect of Federal Fellowship and Institute Programs in Reading. ED 026 212
ESEA Title I Projects Evaluation Report 1967, Volume I. ED 026 430
ESEA Title I Projects Evaluation Report 1967, Volume II. ED 026 431
Higher Education Facilities Classification and Inventory Procedures Manual. ED 025 901
An Investigation of the Current Role of Publicity in the Washington, D. C. Manpower Development and Training Act Program with a Proposed Public Relations Program for the Future. ED 025 700
Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Division of Elementary Education. ED 026 232
Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Division of Secondary Education. ED 026 233
Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Special Education and Supportive Services. ED 026 234
Los Angeles Unified School District ESEA Title I Components - Summer 1968. Evaluation Reports. ED 026 235
Manpower Research Projects Sponsored by the U.S. Department of Labor... Through June 30, 1968. ED 026 507
Neighborhood Manpower Programs. Manpower Training Series. ED 026 451
The Neighborhood Youth Corps: Three Years of Success. ED 026 423
Wichita Program for Educationally Deprived Children. ESEA Title I Evaluation Report (September, 1967-May, 1968). ED 026 439
- Federal State Relationship**
The Views of 920 PACE Project Directors. Report No.5 of the Second National Study of PACE. ED 025 861
- Feedback**
The Effects of Prompting, Practice and Feedback in Programmed Videotape. ED 026 342
Immediate Audio and Visual Confirmation; "Breakthrough" for the Low-Aptitude Language Student. ED 025 949

Film Production

[A Series of Motion Picture Documents in Communication Theory and the New Educational Media. Final Scripts.]

ED 025 940

Films

8MM Film Directory.

ED 025 952

[A Series of Motion Picture Documents in Communication Theory and the New Educational Media. Final Scripts.]

ED 025 940

A Comparison of the Effectiveness of Film and Bulletin in Transmitting Knowledge to Negro 4-H Club Local Leaders in Alabama and Caucasian 4-H Club Local Leaders in Wisconsin.

ED 025 698

Motion Pictures and Real-Life Violence; What the Research Says.

ED 025 950

Sights, Sounds, Senses in Step With Reading. Pre-Primer.

ED 026 220

Sights, Sounds, Senses in Step with Reading. Primer.

ED 026 221

Sights, Sounds, Senses in Step with Reading. Grade 1.

ED 026 222

"The Bandits of Orgosolo."

ED 026 358

Film Study

Film Study Hang Ups.

ED 026 385

Learning From Loneliness.

ED 026 359

Who Are These People?

ED 026 386

Financial Policy

Report of the Advisory Committee on Higher Education to the Secretary of Health, Education, and Welfare.

ED 025 990

Financial Support

Developing Partnerships for California Libraries, Governor's Conference on Libraries (Sacramento, May 26-29, 1968).

ED 026 097

Economic Policies and Practices. Programs for Relocating Workers Used by Governments of Selected Countries. Paper-8.

ED 026 456

Recommended Financial Plan for the Construction of a Permanent Campus for San Joaquin Delta College.

ED 026 040

Report of the Advisory Committee on Higher Education to the Secretary of Health, Education, and Welfare.

ED 025 990

Fine Arts

The Humanities in the Schools: A Contemporary Symposium.

ED 026 395

Los Angeles Unified School District Eaea Title I Components-Evaluation Reports. Division of Secondary Education.

ED 025 800

Fire Protection

Colleges Fight Fire With Electronics.

ED 025 923

Fles Programs

Evaluation of Foreign Language in the Elementary School.

ED 025 975

Language Instruction and Intergroup Relations, An Analysis of Language Instruction (Spanish and English) to Spanish-Speaking Learners in California Public Schools, in Relation to the Search for Better Intergroup Relations.

ED 026 151

Flight Training

To Educate Pilots.

ED 026 055

Flooring

A Compendium on Carpeting in our Future.

ED 025 912

Floor Care. Resource Manual for Custodial Training Course #2.

ED 025 915

Florida

To Educate Pilots.

ED 026 055

A Study of the Relationship of Selected Institutional Characteristics of the Junior College of Origin to the Academic Performance of Public Junior College Transfer Students in Four Universities in the University System of Florida.

ED 026 041

Followup Studies

An Evaluation of the Educational Program of a High School Using a Modular Schedule: A Follow-Up Study.

ED 025 840

Food Service

Food Service Refrigerators and Food Service Storage Freezers. Standard No. 7, Revised April 1966.

ED 025 898

Food Service Industry

Listing of Food Service Equipment.

ED 025 903

Food Service Occupations

Institute for Home Economics Teachers on Initiating, Developing, and Evaluating Programs at the Post High School Level to Prepare Food Service Supervisors and Assistants to Directors of Child Care Services: Volume I: A Post High School Program in Home Economics (May 1, 1966-June 30, 1967). Final Report.

ED 026 458

Food Standards

Basic and Special Criteria for the Evaluation of Manually Activated and/or Coin Activated Vending Machines for Foods and/or Beverages. Revised February 1963.

ED 025 897

Listing of Food Service Equipment.

ED 025 903

Foreign Countries

Education Abstracts - Burma.

ED 025 987

Preparation of Teachers for Vocational-Technical Schools in Israel. Final Report.

ED 026 543

A Study of the Characteristics and Subsequent Performance of Vancouver City College Students who Transferred to the University of British Columbia in September, 1967.

ED 026 061

Foreign Language Periodicals

A Study of the Frequency With Which Russian, French and German Scientific Articles are Cited in Selected American Scientific Journals.

ED 026 088

Foreign Students

Reading Instruction for College Level Foreign Students.

ED 025 745

Four H Clubs

A Comparison of the Effectiveness of Film and Bulletin in Transmitting Knowledge to Negro 4-H Club Local Leaders in Alabama and Caucasian 4-H Club Local Leaders in Wisconsin.

ED 025 698

Free Choice Transfer Programs

Factors in School Integration Decisions of Negro Mothers. Final Report.

ED 026 441

French

Proceedings of the Conference on the Role of Canadian Universities in the Teaching of English and French as Second Languages.

ED 025 986

F-Scale

Open-Closed Mindfulness of College Students in Teacher Education. Final Report.

ED 026 303

Furniture Design

Design Criteria for Learning Spaces. Seating - Lighting - Acoustics.

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General Aptitude Test Battery

Exploring the Use of the GATB with Vocational-Technical Bound Ninth Grade Boys. Research Series, Number 3.

ED 026 536

General Education

Play for Mortal Stakes; Vocation and the Liberal Learning.

ED 026 019

General Science

General Science in Ghana.

ED 025 957

Georgia

In-Service Training for Probation, Parole and Correctional Personnel.

ED 025 687

German

A Study of the Frequency With Which Russian, French and German Scientific Articles are Cited in Selected American Scientific Journals.

ED 026 088

Ghana

General Science in Ghana.

ED 025 957

Glare

Practical Application of Polarization and Light Control for Reduction of Reflected Glare.

ED 025 933

Governance

Campus Freedom and Order.

ED 026 013

Education as Intervention.

ED 026 000

Governing Boards

Appropriate Functions of the Board of Governors of the California Community Colleges and of the Local Junior College Governing Boards.

ED 026 045

Government Employees

Study of Minority Group Employment in the Federal Government.

ED 026 519

Government Libraries

Development Trends in Federal Library and Information Center Automation. Guides for Administrative and Technical Interviews.

ED 026 096

Government Role

The Status of Canadian Educational Television.

ED 025 954

Grade 1

A Cross-Culture Study of Sex Differences Among First-Graders on A Verbal Test.

ED 026 191

The First Grade Reading Studies: Findings of Individual Investigations.

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A Pilot Study to Apply Evaluation-Revision Procedures in First-Grade Mexican-American Classrooms. Final Report. Technical Memorandum Series.

ED 026 170

Sights, Sounds, Senses in Step with Reading. Grade 1.

ED 026 222

A Study of the Effect of Socioeconomic Factors on the School Achievement of Spanish-Speaking School Beginners.

ED 026 217

Grade 4

First Grade Entrance Variables Related to Achievement and Personality. A Study of Culturally Deprived Fourth Graders.

ED 026 229

Grade 5

The Effect of a Librarian-Centered Reading Guidance Program on the Reading Skills and Habits of Elementary School Pupils. Final Report.

ED 026 224

Grade Prediction

An Investigation of Test Variables Potentially Useful to the Washington Pre-College Subjecting Program for Community College Subject Fields.

ED 026 046

Statistical Revisions in the Washington Pre-College Testing Program.

ED 026 047

A Study of the Relationship of Selected Institutional Characteristics of the Junior College of Origin to the Academic Performance of Public Junior College Transfer Students in Four Universities in the University System of Florida.

- ED 026 041**
- Graduate Students**
Identifying and Maximizing Research Learning Potential for Social Work Students. Tulane Studies in Social Welfare. ED 025 781
Students Enrolled for Advanced Degrees Fall 1966. ED 026 029
A Study of Perceptual and Attitudinal Change Within a Course on Adult Education Methods. ED 025 734
- Graduate Study**
The Disadvantaged Student in Graduate School Master's and Doctoral Degree Programs in Predominantly Non-Negro Universities. ED 026 021
Graduate Education for the 'Disadvantaged' and Black-Oriented University Graduates. ED 026 022
The Graduate Record Examination: A Minority Statement and a Prediction. ED 026 409
The Harvard-Yale-Columbia Intensive Summer Studies Program. The Disadvantaged Student in Graduate School. ED 026 020
Identifying and Maximizing Research Learning Potential for Social Work Students. Tulane Studies in Social Welfare. ED 025 781
- Graduate Surveys**
The Influence of MDTA Training on Earnings. Manpower Evaluation Report No. 8. ED 026 542
- Grammar**
Determining with the Definite Article. ED 025 768
Experiments in Grammatical Processing in Children. Research Project Number 1 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967. ED 026 138
Paperback Grammar for Handbook Haters. ED 026 355
- Graphemes**
Dialectal Variance Interferes with Reading Instruction. ED 026 199
- Great Britain**
Developing Effective Managers. ED 025 685
English for Maturity: English in the Secondary School. Second Edition. ED 026 399
A Study of Research Utilization Processes in British Agriculture. ED 025 717
The Trade Union in the Economy as a Factor in the Differential Development of Workers' Education in Great Britain and the United States. ED 025 711
- Group Counseling**
A Comparison of Approaches to Group Counseling. ED 025 807
Small Group Counseling: A Potential Means of Confronting Adjustment Problems in the Lower Elementary School. ED 025 796
Social Development Program. 1967 Report. ED 025 792
- Group Discussion**
A Comparison of Knowledge Gained by Adults When Presentations Are Followed by Discussion Led by Local Volunteer and Professional Leaders with a Positive or Negative Attitude Toward the Discussion Task. ED 025 703
A Comparison of the Effectiveness of Film and Bulletin in Transmitting Knowledge to Negro 4-H Club Local Leaders in Alabama and Caucasian 4-H Club Local Leaders in Wisconsin. ED 025 698
Discussion and Argumentation-Debate in the Secondary School. Michigan Speech Association Curriculum Guide Series, No. 3. ED 026 393
A Study of Delayed Achievement in a Short-Term Adult Education Program. ED 026 041
- ED 025 714**
- Group Dynamics**
The Effect of Participation Training on the Self-System. ED 025 706
Ego-Stage Development and Interaction. ED 025 696
Informal Conversations and Learning Among Dental Students: Influence of School Design. ED 025 932
Role Play in New Careers Training. ED 025 820
- Group Experience**
Similarities and Differences of Marathon and Ongoing Strength Groups. ED 025 780
- Grouping (Instructional Purposes)**
Grouping. ED 026 135
- Group Instruction**
Group Use and Other Aspects of Programmed Instruction. Final Report. ED 025 944
- Group Structure**
Appendix V. Charting the Decision-Making Structure of an Organization. ED 026 327
- Growth Patterns**
A Growth Model of Institutions of Adult Education. ED 025 709
- Guidance Counseling**
First All-Iowa Elementary Guidance Conference. ED 025 822
The Hartford-Hotchkiss Greater Opportunity Program: Interim Report to the State Department of Education and the Hartford Board of Education. ED 026 422
- Guidance Programs**
A Rationale for Guidance in the Elementary School. ED 025 790
- Guidance Services**
Vocational Guidance in Secondary Education. Results of a National Survey. Research 36. ED 026 534
- Guidelines**
The Assumptions and Implications of Federal Adult Education Legislation. ED 025 722
Great Plains School District Organization Project. Project Report for Nebraska. ED 026 196
Guidelines for Assessing the Nursing Education Needs of a Community. ED 026 497
A Guide to Systematic Planning for Vocational and Technical Schools. Research 22. ED 026 537
- Guides**
Custodian Workload Surveys: A Guide to Assist School Business Managers and Superintendents. ED 025 852
- Guilford Structure of Intellect Model**
An Exploratory Study of Form Perception as Applied to the Production of Educational Media. Final Report. ED 025 943
- Handicapped**
Rehabilitating the Disabled Worker: A Platform for Action in New Jersey. ED 026 489
- Handwriting**
Research on Handwriting and Spelling. ED 026 361
- Hanyu Fangyin Zihui**
A Chinese Dialect Dictionary on Computer: Progress Report. ED 025 740
- Harvard Yale Columbia Intensive Summer Studies Pro**
The Harvard-Yale-Columbia Intensive Summer Studies Program. The Disadvantaged Student in Graduate School. ED 026 020
- Head Start**
An Evaluation of a Six-Week Headstart Program Using an Academically Oriented Curriculum: Canton, 1967. ED 026 114
Head Start Programs Operated by Public School Systems, 1966-67. ED 026 115
- Health**
A Social Attitude Approach to Sex Education for the Educable Mentally Retarded. In-Service Training Materials for Teachers of the Educable Mentally Retarded, Session III. ED 025 872
- Health Education**
Teaching Nutrition in the Elementary School. ED 026 148
- Health Facilities**
Availability and Use of Health Services, Rural-Urban Comparison. ED 026 156
- Health Occupations Education**
Accreditation in Dental Hygiene. ED 026 453
Disaster Nursing Preparation. Report of a Pilot Project Conducted in Four Schools of Nursing and One Hospital Nursing Service. ED 026 477
Essentials of an Acceptable School for Medical Record Technicians. ED 026 478
Essentials of an Acceptable School for Certified Laboratory Assistants. ED 026 479
Essentials of an Acceptable School of Cytotechnology. ED 026 480
Factors Affecting the Establishment of Associate Degree Programs in Nursing in Community Junior Colleges. League Exchange No. 77. ED 026 460
Guide Book for an Approved School of Inhalation Therapy. ED 026 511
Nurse Career-Pattern Study. Part I: Practical Nursing Programs. ED 026 510
The Role of Junior Colleges in Educational Programs in Radiologic Technology. ED 026 498
[The Physical Therapy Aide: Collection of Guidelines and Policy Statement.] ED 026 494
Toward More Effective Teaching in WCHEN Schools; The Report of a Course in New Training Techniques for Nurse Faculty. ED 026 450
Training and Utilization of the Physical Therapy Assistant; Policy Statement Adopted by the 1967 House of Delegates. ED 026 493
- Heuristic Teaching**
Center for Research and Development in Teaching. ED 026 297
- Higher Education**
The Attainment of Individuality. ED 026 001
Beyond Ability. ED 025 993
Campus Freedom and Order. ED 026 013
Case Studies in the Campus Ministry. ED 025 823
Contingency Management in an Introductory Psychology Course for One Thousand Students. ED 025 821
Dance: A Projection for the Future. ED 026 024
The Development of Innovation: Making Reality Change. ED 026 004
Education as Intervention. ED 026 000
Education for Creativity, A Modern Myth? ED 025 999
The English Department and the Challenge of Racism. ED 026 407
The English Department Chairman and the Process of Educational Change. ED 026 405
An Evaluation of Educational Development Programs in Higher Education. Final Report.

- Freedom to Write: A Composition Course For Ghetto Adults. ED 026 031
- General Order on Judicial Standards of Procedure and Substance in Review of Student Discipline in Tax Supported Institutions of Higher Education. ED 026 404
- Graduate Education for the 'Disadvantaged' and Black-Oriented University Graduates. ED 025 805
- The Harvard-Yale-Columbia Intensive Summer Studies Program. The Disadvantaged Student in Graduate School. ED 026 022
- Higher Education Facilities Classification and Inventory Procedures Manual. ED 026 020
- Impressions from Interviews of Transfer Students Participating in a Study of Selected Student Types on Three University of California Campuses. ED 025 901
- The Influence of Disability Labels and Dialect Differences on the Semantic Differential Responses of College Students. ED 026 005
- Intellect and Commitment: The Faces of Discontent. ED 026 023
- An Introduction to Budgetary Analysis. ED 025 996
- Learning and Student Interaction in Small Self-Directed College Groups. Final Report. ED 025 826
- A Letter To A Student Teacher. ED 026 027
- Liberal Studies and College Environments in Engineering Education—What Aims, What Effect? ED 026 412
- Manual for the Political Behavior Laboratory. ED 025 997
- Methodology of Enrollment Projections for Colleges and Universities. ED 026 028
- Minding Our Own Business. ED 025 919
- The Negro American and Higher Education. ED 026 408
- The New Breed—A New Direction. ED 026 036
- The Older Adult as a University Student. ED 026 410
- Play for Mortal Stakes; Vocation and the Liberal Learning. ED 025 732
- The Private-Public Legal Aspects of Institutions of Higher Education. ED 026 019
- Problems of the Minority Student on the Campus. ED 026 008
- Proceedings of a Conference on Research-Based Planning and Development (Durham, North Carolina, June 27-30, 1968). ED 026 018
- Proceedings of a Workshop to Study Eleven Problems Common to Independent Schools. Final Report. ED 026 066
- Qualitative Planning: Beyond the Numbers Game. ED 026 025
- The Radical Faculty — What Are Its Goals? ED 025 994
- The Reconstruction of an American College, Some Proposals for Rutgers College. ED 026 017
- Reform in Higher Education—Goals of the Right and of the Left. ED 025 992
- Report of the Advisory Committee on Higher Education to the Secretary of Health, Education, and Welfare. ED 026 016
- A Report on University Counselling Services. ED 025 990
- A Strategy for Campus Peace. ED 025 824
- The Student as a Student. ED 025 991
- The Student as Private Citizen. ED 026 007
- The Student as University Resident. ED 026 010
- Students' Education of One Another. ED 026 009
- Students Enrolled for Advanced Degrees Fall 1966. ED 025 995
- Students, Higher Education, and the Law. ED 026 029
- Student Subcultures Reviewed and Revisited. ED 026 012
- Study of Existing Student Value Patterns for Selected Catholic College Women. Final Report. ED 026 003
- A Study of the Problems of Italian Universities and Current Plans for Inducing Change. Final Report. ED 026 026
- This is the Community College. ED 026 030
- Today's and Tomorrow's Students. ED 026 063
- The Utilization of the College and University Teacher. ED 025 998
- Vocational Dispositions of the Nonconformist, Collegiate Dropouts. ED 026 002
- What Does the Small College Have to Self? ED 026 006
- What Should Be the Role of Afroamerican Education in the Undergraduate Curriculum? ED 026 014
- Who Are Members of the University Community? ED 026 015
- High School Curriculum**
Adventures in United States History. Unit 2: A New Nation. ED 026 011
- Adventures in United States History. Unit 3: Americans Move West. ED 026 427
- High School Design**
Challenge - A Report Suggesting How an Old School Can Continue to Serve Youth if the Educational Program is the Prime Consideration. ED 026 428
- High School Graduates**
The American Indian Graduate: After High School, What? ED 025 918
- High Schools**
An Evaluation of the Educational Program of a High School Using a Modular Schedule: A Follow-Up Study. ED 026 165
- Teaching Happenings and Five Novelties: An Instructional Bulletin for B10 English. ED 025 840
- High School Students**
The American Indian High School Dropout in the Southwest. ED 026 424
- Information Source Preference as a Function of Physical and Psychological Distance from the Information Object. ED 026 195
- The Northwest Missouri State College Studies; Volume XXVII, Number 3, Educational and Occupational Aspirations of High School Seniors, Part I. ED 026 101
- The Northwest Missouri State College Studies. Volume XXVII, Number 4; Educational and Occupational Aspirations of High School Seniors, Part II. ED 026 461
- A Reading Program for Gifted Students in the Senior High School. ED 025 462
- Historical Reviews**
The Creation and Development of Educational Television as an Institution of Adult Education: A Case Study in American History. ED 026 206
- The Educational Commitment of the American Public Library, 1833-1956. ED 025 705
- The Present Status of the Antigonish Movement in Nova Scotia. ED 025 693
- The Trade Union in the Economy as a Factor in the Differential Development of Workers' Education in Great Britain and the United States. ED 025 711
- History**
History and Social Science: Complementary Approaches to Adult Education Research. ED 025 719
- Home Economics Education**
Clinical Evaluation of Predictive Data for Prospective Home Economics Teachers. ED 026 454
- Management Problems of Young Employed Homemakers. ED 026 483
- Recognized Problems of Single Girls in Iowa Entering the Work World Following High School Graduation. ED 026 482
- Recommendations from the White House Conference on Children and Youth for Home Economics Teachers on the Family Today. Part 2. ED 026 474
- Recommendations from the White House Conference on Children and Youth for Home Economics Teachers on the Family Today. Part 1. ED 026 475
- Home Economics Teachers**
Clinical Evaluation of Predictive Data for Prospective Home Economics Teachers. ED 026 454
- Homemaking Education**
A Continuing Program for Mentally Retarded Pupils in the Warwick Public Schools, Grades 7-12. ED 025 867
- Home Management**
Management Problems of Young Employed Homemakers. ED 026 483
- Homogeneous Grouping**
Ability Grouping. ED 025 811
- Housewives**
Educational Methods Used in Presenting Consumer Information to Homemakers Living in Low Income Urban Areas. ED 025 683
- Housing Needs**
Housing and Transportation Study: Full-Time Employees. ED 026 060
- Human Capital**
The Radical Faculty — What Are Its Goals? ED 026 017
- Human Development**
Biological Implications of Artificial Illumination. ED 025 929
- Human Dignity**
Educational Thoroughfare. ED 025 921
- Human Engineering**
Human Factors Data Thesaurus, an Application to Task Data. Final Report, January 2, 1967 - October 31, 1967. ED 026 076
- Let's Design for Efficiency. ED 025 928
- Humanities**
The Humanities in the Schools: A Contemporary Symposium. ED 026 395
- New Circuits or Short Circuits? ED 026 354
- Human Relations**
Appendix O. The Human Relations School. ED 026 320
- Human Relations Programs**
Effects of Human Relations Laboratory Training on Flexibility and Attitudes Toward Supervision. ED 025 704

150 Subject Index

- Los Angeles Unified School District Esea Title I Components--Summer 1968. Evaluation Reports. ED 025 801
- Human Resources**
The Development and Utilization of Human Resources; A Guide for Research. ED 026 464
Manpower in Economic and Social Growth; Proceedings of International Manpower Seminar (6th, June 1-August 13, 1966). ED 026 476
The Teaching Tasks Performed by Adult Self-Teachers. ED 025 702
- Human Services**
The New Struggle for the Paraprofessional: Between the Community and the Agencies. ED 026 296
- Idaho**
Idaho School District Organization Project. Report of the April Conference; Planning for School District Organization in Idaho. ED 026 520
- Identification**
The Brain as a Mixer, II. A Pilot Study of Central Auditory Integration Abilities of Normal and Retarded Children. Studies in Language and Language Behavior, Progress Report Number VII. ED 025 887
State Laws Pertaining to Phenylketonuria as of November 1966. ED 025 874
- Identification (Psychological)**
Film Study Hang Ups. ED 026 385
- Illegitimate Births**
A Demonstration of Reorientation of Illegitimately Pregnant Teenage Girls Living in Rural Areas. ED 025 798
- Illinois**
A Pilot Project for Vocational Guidance in Economically Underdeveloped Areas. ED 026 527
- Illumination Levels**
Practical Application of Polarization and Light Control for Reduction of Reflected Glare. ED 025 933
- Imagination**
Literary Criticism and the Imagination. ED 026 375
- Income**
A Budget Model of a University. ED 025 849
- Independent Study**
Final Report on an Independent Study Program for the Academically Able. ED 025 810
The Teaching Tasks Performed by Adult Self-Teachers. ED 025 702
- Indexing**
National Survey of Indexing and Retrieval Procedures in Vocational-Technical Education Research Coordinating Units. ED 026 540
Transmission Fidelity in Document Systems. ED 026 083
- India**
Indian Educational Material; Annotated Quarterly Bibliography, Vol 2 No 1: September 1967. ED 025 973
Role of Information Sources and Communication Channels in Adoption of Improved Practices by Farmers in M. P. State, India. ED 025 712
- Indiana**
Teacher Aides: A Status Report. ED 026 295
- Indiana Plan**
A Q-Sort Instrument for Measuring Attitudes Toward the Educational Conditions of the Indiana Plan.
- Individual Characteristics**
The Attainment of Individuality. ED 026 001
Helping the Child Develop His Creative Potential. ED 026 113
Inner-City Negro Youth in a Job Training Project: A Study of Factors Related to Attrition and Job Success. Final Report. ED 026 530
- Individual Development**
The Attainment of Individuality. ED 026 001
Ego Development Guide for Primary Grade Teachers, K-3. Project Beacon. ED 025 813
Student Subcultures Reviewed and Revisited. ED 026 003
- Individual Differences**
Research from Educational Psychology that has Implications for Elementary School Guidance. ED 025 778
- Individualized Instruction**
An Automated Individualized Diagnostic for College Centers. ED 026 203
Individualization of Instruction for Teacher Corpsmen. ED 026 341
Programmed English, Des Moines High School. ED 026 186
Programmed Mathematics, Dora High School. ED 026 184
- Individualized Programs**
Kindergarten Research Study: Level of Skills Development Related to Growth in Skills and to Readiness for the First Primary Year. ED 026 111
- Individualized Reading**
Individually Prescribed Instruction-Reading Program. ED 026 202
A Reading Program for Gifted Students in the Senior High School. ED 026 206
- Individual Reading**
Final Report on an Independent Study Program for the Academically Able. ED 025 810
- Individual Study**
Final Report on an Independent Study Program for the Academically Able. ED 025 810
- Inductive Methods**
A Comparison of the Performance of High School Physics Students Using Closely Directed Experiments with that of Students Using Open Ended Experiments. ED 026 262
Inductive Concepts of Teacher Education--The Undergraduate Reading Methods Course. ED 026 209
- Industrial Arts**
Industrial Arts and Technology in Maine, A Study of American Industry. A Guide for Secondary Schools in Maine. ED 026 449
Industrial Arts Facilities at California State College, Long Beach. ED 025 926
Model Spacecraft Construction, Units for Secondary School Industrial Arts. ED 026 276
The Need for Plastics Education. ED 026 069
Planning and Designing Functional Facilities for Industrial Arts Education. ED 026 522
A Space Concept for New Approaches in Industrial Arts. ED 025 927
Space Resources for the High School Industrial Arts Resource Units. ED 026 273
- Industrial Education**
The Development of an Instrument to Measure Student Attitude Toward Individualized Shop and Laboratory Instruction. Vocational-Industrial Education Research Report. Research Series No. 2. ED 026 539
The Effect of Test Difficulty on Informational Achievement in a Technical Industrial Education Course at the College Level. ED 026 490
Facility Design Considerations. ED 025 925
School Shop Development: Research and Planning. ED 026 496
- Industrial Personnel**
Rehabilitating the Disabled Worker: A Platform for Action in New Jersey. ED 026 489
- Industrial Training**
Survey of Employer Experience and Opinions Concerning Mentally Retarded Persons as Employees. ED 026 506
- Industry**
Effectively Employing the Hard-Core. (An Aid to Companies Joining the Growing Effort of Industry to Help Resolve Basic Social Problems). ED 026 517
[Managerial and Supervisory Educational Needs in Business and Industry in Pennsylvania]. ED 025 701
The New York State Department of Labor's Manpower Projections for the State and its Areas: A Preliminary Report on Methodology. Special Labor News Memorandum 111. ED 026 459
A Study of the Education and Formal Management Training of Chief Sales Executives of Large Industrial Goods Firms. ED 025 699
- Infants**
The Effect of a Structured Tutorial Program on the Cognitive and Language Development of Culturally Disadvantaged Infants. ED 026 110
Infant and Preschool Mental Tests: Review and Evaluation. ED 026 109
A Rationale for a Structured Educational Program and Suggested Activities for Culturally Disadvantaged Infants. ED 026 112
State Laws Pertaining to Phenylketonuria as of November 1966. ED 025 874
- Informal Leadership**
Participation in Pesticide Education Programs and Changes in Opinion Leadership Activities. ED 025 726
- Informal Reading Inventory**
Making the Most of Informal Inventories. ED 026 211
- Information Centers**
Development Trends in Federal Library and Information Center Automation. Guides for Administrative and Technical Interviews. ED 026 096
A Feasibility Study of Providing Regional Data Processing Services. ED 025 833
- Information Dissemination**
Development and Evaluation of a Large-Scale System for Selective Dissemination of Information (SDI). Research and Development Technical Report. ED 026 098
Information, An Exploitable Commodity. ED 026 090
Mobile Library Filming Device. ED 026 081
The New Mass Media Challenge to a Free Society. ED 025 941
Participation in Pesticide Education Programs and Changes in Opinion Leadership Activities. ED 025 726
- Information Needs**
Information in the Language Sciences: Proceedings of the Conference Held at Warrenton, Virginia, March 4-6, 1966. ED 025 764

Information Networks

Dial Access Information Retrieval Systems: Guidelines Handbook for Educators. Final Report.

ED 025 682

Selected Mechanized Scientific and Technical Information Systems.

ED 026 085

Information Processing

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ED 026 077

Information Retrieval

A Case of Search vs. Experiment. Program of Research on the Management of Research and Development.

ED 026 099

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ED 026 098

Human Factors Data Thesaurus, an Application to Task Data. Final Report, January 2, 1967 - October 31, 1967.

ED 026 076

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ED 026 095

National Survey of Indexing and Retrieval Procedures in Vocational-Technical Education Research Coordinating Units.

ED 026 540

Some Mathematics of Information Storage and Retrieval.

ED 026 084

Information Science

Annual Report of the National Science Foundation on Contract NSF-C414 Task III July 1966 through June 1967.

ED 026 244

Meeting Users' Needs - Where Adult Education and Information Science Interact.

ED 025 735

Information Seeking

A Case of Search vs. Experiment. Program of Research on the Management of Research and Development.

ED 026 099

Information Searching Behavior of Physicians.

ED 026 100

Information Source Preference as a Function of Physical and Psychological Distance from the Information Object.

ED 026 101

Meeting Users' Needs - Where Adult Education and Information Science Interact.

ED 025 735

The Teaching Tasks Performed by Adult Self-Teachers.

ED 025 702

Why Adults Learn: A Study of the Major Reasons for Beginning and Continuing a Learning Project.

ED 025 688

Information Services

Criteria for Evaluating the Effectiveness of Library Operations and Services. Final Report, Phase II: Data Gathering and Evaluations.

ED 026 105

Information, An Exploitable Commodity.

ED 026 090

Information Handling in the National Standard Reference Data System. NBS Technical Note 290.

ED 026 095

National Survey of Indexing and Retrieval Procedures in Vocational-Technical Education Research Coordinating Units.

ED 026 540

Information Sources

A Case of Search vs. Experiment. Program of Research on the Management of Research and Development.

ED 026 099

Guide to Sources on Agricultural Labor.

ED 026 152

Information Searching Behavior of Physicians.

ED 026 100

Information Source Preference as a Function of Physical and Psychological Distance from the Information Object.

ED 026 101

Role of Information Sources and Communication Channels in Adoption of Improved Practices by Farmers in M. P. State, India.

ED 025 712

Information Storage

Appendix X. ComField Information Management System.

ED 026 329

Data Archives as Resources for Research, Instruction, and Policy Planning: The Project Talent Data Bank.

ED 025 804

Information Handling in the National Standard Reference Data System. NBS Technical Note 290.

ED 026 095

Information in the Language Sciences: Proceedings of the Conference Held at Warrenton, Virginia, March 4-6, 1966.

ED 025 764

Some Mathematics of Information Storage and Retrieval.

ED 026 084

Information Systems

Appendix X. ComField Information Management System.

ED 026 329

Appendix Y. The Integrated Communications Experiment (ICE) Summary.

ED 026 330

Development and Evaluation of a Large-Scale System for Selective Dissemination of Information (SDI). Research and Development Technical Report.

ED 026 098

The Development of an Information System for Teacher Turnover in Public Schools (Including Uniform Reporting and a Computer Program).

ED 026 345

Identification and Copyright—Two Problems in Microform Systems.

ED 026 102

Information Handling in the National Standard Reference Data System. NBS Technical Note 290.

ED 026 095

National Survey of Indexing and Retrieval Procedures in Vocational-Technical Education Research Coordinating Units.

ED 026 540

Selected Mechanized Scientific and Technical Information Systems.

ED 026 085

Information Theory

[A Series of Motion Picture Documents in Communication Theory and the New Educational Media. Final Scripts.]

ED 025 940

Information Utilization

Bibliographic Citations as Unobtrusive Measures of Scientific Communication.

ED 026 075

Information, An Exploitable Commodity.

ED 026 090

Information in the Language Sciences: Proceedings of the Conference Held at Warrenton, Virginia, March 4-6, 1966.

ED 025 764

Inhalation Therapists

Guide Book for an Approved School of Inhalation Therapy.

ED 026 511

Inner City

Unique Problems of the Inner City Colleges.

ED 026 057

Implant Programs

Analysis of In-Company and Out-of-Company Educational and Training Practices for Clerical Workers of Leading Firms in the Greater Boston Area. (Volumes I and II).

ED 025 715

Inquiry Training

A Comparison of the Performance of High School Physics Students Using Closely Directed Experiments with that of Students Using Open Ended Experiments.

ED 026 262

Inservice Education

In-Service Training for Probation, Parole and Correctional Personnel.

ED 025 687

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ED 026 280

Inservice Programs

Expanding Practices in Secondary Reading In-Service Programs.

ED 026 201

New Dimensions for the Small Schools of Nevada. A Report of the Western States Small Schools Project for Nevada (January 1, 1962 - August 31, 1965).

ED 026 169

Inservice Teacher Education

Appendix M. Research Utilization and Problem Solving

ED 026 318

Appendix N. Implementation of the RUPS System in a Total School District.

ED 026 319

The Effect of Federal Fellowship and Institute Programs in Reading.

ED 026 212

Expanding Practices in Secondary Reading In-Service Programs.

ED 026 201

An In-Service Program For Two-Year College English Instructors.

ED 026 411

It's All Between You and the Machine.

ED 025 964

A Proposed Program of Supervision of Instruction in Public Junior Colleges.

ED 026 051

Special Training Institute on Problems of School Desegregation. Final Report.

ED 026 433

Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report. Volume I.

ED 026 301

Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report. Volume II.

ED 026 302

Teaching Adults.

ED 025 959

Institutes (Training Programs)

Counselor Research Training. Final Report.

ED 025 818

Role Play in New Careers Training.

ED 025 820

Special Training Institute on Problems of School Desegregation. Final Report.

ED 026 433

Institutional Administration

The Development of Innovation: Making Reality Change.

ED 026 004

Institutional Environment

The Assessment of Junior College Environments.

ED 026 049

The Child and the Institution: A Study of Deprivation and Recovery.

ED 025 893

A Study of the Relationship of Selected Institutional Characteristics of the Junior College of Origin to the Academic Performance of Public Junior College Transfer Students in Four Universities in the University System of Florida.

ED 026 041

Institutional Research

The Developmental Studies Program: Some Scholarship and Persistence Statistics.

ED 026 043

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ED 026 066

[Research Studies Completed at Harcum Junior College.]

ED 026 034

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ED 026 288

Instruction

An Analysis of Research on Instructional Procedures in Secondary School Science, Part I—Outcomes of Instruction.

ED 026 287

Appendix L. A Sequence for the Practicum.

ED 026 317

A Comparative Study of the Effectiveness of a Multi-Media Systems Approach to Harvard Project Physics with Traditional Approaches to Harvard Project Physics.

ED 026 258

A Comparison of Interest Level and Problem Solving Accuracy Generated by Single Concept Inductive and Deductive Science Films, Research Study Number 1.

ED 026 250

A Comparison of the Performance of High School Physics Students Using Closely Directed Experiments with that of Students Using Open Ended Experiments.

ED 026 262

An Experimental Study of the Effects of Different Combinations of Television Presentations and Classroom Teacher Follow-up on the Achievement and Interest in Science of Fifth Graders.

ED 026 265

An Exploratory Investigation of Certain Affective Behaviors Associated with the Learning of Science.

ED 026 248

Getting with Instructional Systems and Getting Instructional Systems with It.

ED 026 044

An Integrated Two Year Chemistry-Physics Course Compared with Consecutively Taught Separate Courses.

ED 026 260

Pupil Attitudes and Pupil Achievement Resulting from Certain Biological Sciences Curriculum Materials.

ED 026 259

The Responses of Economically Advantaged and Economically Disadvantaged Sixth Grade Pupils to Science Demonstrations.

ED 026 252

Science Education Information Report, General Bibliography Series 11, Instructional Procedures.

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Appendix P. Categorical Breakdown of Interpersonal Area.
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- Appendix Q. Educational Leaders Laboratory. ED 026 322
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Influences of an Advance Organizer on the Verbal Learning and Retention of Educable Mental Retardates; A Comparison of Educable Mentally Retarded and Intellectually Normal Performances. Final Report. ED 025 883

An Investigation of the Transfer of an Elementary Science Process. ED 026 253

Learning of Culturally Disadvantaged Children as a Function of Social and Tangible Reward. ED 026 419

The Role of Cognitive Organizers in the Facilitation of Concept Learning in Elementary School Science. ED 026 251

Science Education Information Report, General Bibliography Series 19, Evaluation and Educational Objectives, Learning Theories and Processes, Research Methodology. ED 026 285

Socioeconomic Status, Intelligence and Learning Proficiency in Children. ED 026 434

Students' Education of One Another. ED 025 995

A Study of the Development in Logical Judgments in Science of Successful and Unsuccessful Problem Solvers in Grades Four Through Nine. ED 026 249

Learning Activities

Games and Simulation. ED 025 842

The Wheel: A Model For Multi-Media Learning. ED 026 352

Learning Disabilities

The Effects of Individualized Versus Group Oriented Physical Education Programs on Selected Parameters of Development of Educable Mentally Retarded and Minimally Brain Injured Children. Final Report. ED 025 892

Report on Operations and Results of Special Educational Programs for Educationally Handicapped Minors. ED 025 875

Visual and Auditory Learning Processes in Normal Children and Children with Specific Learning Disabilities. Final Report. ED 025 894

Learning Laboratories

A Space Concept for New Approaches in Industrial Arts. ED 025 927

Learning Motivation

Group Use and Other Aspects of Programmed Instruction. Final Report. ED 025 944

Learning Processes

Appendix P. Categorical Breakdown of Interpersonal Area. ED 026 321

Learning and Student Interaction in Small Self-Directed College Groups. Final Report. ED 026 027

The Open-Door College: The Problem of the Low Achiever. ED 026 054

Learning Theories

The Experimental Analysis of Behavior in the Education of Socially Disadvantaged Children and Youth (West Point Farms, New York, November 30-December 2, 1966). ED 026 435

An Exploratory Study of Form Perception as Applied to the Production of Educational Media. Final Report. ED 025 943

A Multimedia Approach to Communicating Occupational Information to Noncollege Youth. Technical Report. ED 026 544

Lecture

A Comparison of Knowledge Gained by Adults When Presentations Are Followed by Discussion Led by Local Volunteer and Professional Leaders with a Positive or Negative Attitude Toward the Discussion Task. ED 025 703

Legal Problems

Copyright and Intellectual Property. ED 026 082

Legal Responsibility

General Order on Judicial Standards of Procedure and Substance in Review of Student Discipline in Tax Supported Institutions of Higher Education. ED 025 805

The Private-Public Legal Aspects of Institutions of Higher Education. ED 026 008

Student Activism and the Junior College Administrator: Judicial Guidelines. ED 026 039

The Student as Private Citizen. ED 026 010

Students, Higher Education, and the Law. ED 026 012

Legends

"The Once and Future King." ED 026 387

Legislation

Science Education Information Report, General Bibliography Series 18, Legislative Acts and Reports, Administration and Supervision, Science Facilities. ED 026 284

State Laws Pertaining to Phenylketonuria as of November 1966. ED 025 874

Leisure Time

The Measurement of Educative Behavior and its Relationship to the Leisure Satisfaction of College Alumni. ED 025 694

Liberal Arts

Liberal Studies and College Environments in Engineering Education—What Aims, What Effect? ED 025 997

What Does the Small College Have to Sell? ED 026 014

Librarians

A Case of Search vs. Experiment. Program of Research on the Management of Research and Development. ED 026 099

Libraries

Library Services in West Virginia, Present and Proposed. ED 026 086

Library Acquisition

Library Cost Models: Owning Versus Borrowing Serial Publications. ED 026 106

Library Associations

Library Service in the Capitol Region of Connecticut; A Study With Recommendations for Future Development. ED 026 089

Library Cooperation

Developing Partnerships for California Libraries, Governor's Conference on Libraries (Sacramento, May 26-29, 1968). ED 026 097

Library Service in the Capitol Region of Connecticut; A Study With Recommendations for Future Development. ED 026 089

Library Education

The Tex-Tec Syllabi; Courses of Study for Library Technical Assistant, Prepared for the Texas State Library. ED 026 107

Library Equipment

A DDC Bibliography on Microfiche, Microfilm and Related Equipment, Volume 1. ED 026 087

Library Expenditures

A Cost Analysis and Utilization Study of the Stanford University Library System, Prepared for Stanford University, Stanford, California. Memorandum Report. ED 026 080

Library Facilities

Evaluative Criteria for Secondary School Libraries. ED 026 204

Library Instruction

The Effect of a Librarian-Centered Reading Guidance Program on the Reading Skills and Habits of Elementary School Pupils. Final Report. ED 026 224

Library Networks

Developing Partnerships for California Libraries, Governor's Conference on Libraries (Sacramento, May 26-29, 1968). ED 026 097

Library Services in West Virginia, Present and Proposed. ED 026 086

Natural Library Service Zones, A Report to the North Suburban Library System. ED 026 108

Systems Design and Pilot Operations of a Regional Center for Technical Processing for the Libraries of the New England State Universities. NELINET, New England Library Information Network. Progress Report, July 1, 1967 - March 30, 1968, Volume I. ED 026 078

Systems Design and Pilot Operation of a Regional Center for Technical Processing for the Libraries of the New England State Universities. NELINET, New England Library Information Network. Progress Report, July 1, 1967 - March 30, 1968, Volume II, Appendices. ED 026 079

Library Planning

Developing Partnerships for California Libraries, Governor's Conference on Libraries (Sacramento, May 26-29, 1968). ED 026 097

- Library Service for Kansas State College: Planning for the Next Decade by Means of a College-Wide Series of Questionnaires. ED 026 104
- Library Service in the Capitol Region of Connecticut; A Study With Recommendations for Future Development. ED 026 089
- Natural Library Service Zones, A Report to the North Suburban Library System. ED 026 108
- What University Librarians are Thinking, Saying, and Doing About Automation; Annotated Bibliography Drawn Chiefly From Annual Reports of University Librarians. ED 026 073
- Library Programs**
- Developing Partnerships for California Libraries, Governor's Conference on Libraries (Sacramento, May 26-29, 1968). ED 026 097
- The Effect of a Librarian-Centered Reading Guidance Program on the Reading Skills and Habits of Elementary School Pupils. Final Report. ED 026 224
- Evaluative Criteria for Secondary School Libraries. ED 026 204
- Library Service to the Disadvantaged, A Bibliography. Bibliography Series, Number 1. ED 026 103
- Report of Library Services and Construction Act Project #2842, January 1-June 30, 1966. ED 026 091
- Report of Library Services and Construction Act Project # 2842, July 1 - December 31, 1966. ED 026 092
- Library Reference Services**
- Teletacsimile Communication With the Xerox Magnavox Telecopier in Reference and Interlibrary Loans: A Report of a Three-Month Experimental Demonstration Conducted by the South Carolina State Library Board. ED 026 074
- Library Services**
- Criteria for Evaluating the Effectiveness of Library Operations and Services. Final Report, Phase II: Data Gathering and Evaluations. ED 026 105
- Library Service for Kansas State College: Planning for the Next Decade by Means of a College-Wide Series of Questionnaires. ED 026 104
- Library Services in West Virginia, Present and Proposed. ED 026 086
- Library Service to the Disadvantaged, A Bibliography. Bibliography Series, Number 1. ED 026 103
- Meeting Users' Needs - Where Adult Education and Information Science Interact. ED 025 735
- Report of Library Services and Construction Act Project #2842, January 1-June 30, 1966. ED 026 091
- Report of Library Services and Construction Act Project # 2842, July 1 - December 31, 1966. ED 026 092
- Report of Library Services and Construction Act Project # 2842, January 1 - June 30, 1967. ED 026 093
- Report of Library Services and Construction Act Project # 2842, July 1 - December 31, 1967. ED 026 094
- Library Surveys**
- Library Service for Kansas State College: Planning for the Next Decade by Means of a College-Wide Series of Questionnaires. ED 026 104
- Library Service in the Capitol Region of Connecticut; A Study With Recommendations for Future Development. ED 026 089
- Library Services in West Virginia, Present and Proposed. ED 026 086
- Library Technical Processes**
- Catalog Data File Creation for the New England Regional Library Technical Processing Center. NELINET. New England Library Information Network. Final Report of CLR-374. ED 026 077
- Systems Design and Pilot Operations of a Regional Center for Technical Processing for the Libraries of the New England State Universities. NELINET. New England Library Information Network. Progress Report, July 1, 1967 - March 30, 1968, Volume I. ED 026 078
- Systems Design and Pilot Operation of a Regional Center for Technical Processing for the Libraries of the New England State Universities. NELINET. New England Library Information Network. Progress Report, July 1, 1967 - March 30, 1968, Volume II, Appendices. ED 026 079
- What University Librarians are Thinking, Saying, and Doing About Automation; Annotated Bibliography Drawn Chiefly From Annual Reports of University Librarians. ED 026 073
- Library Technicians**
- The Tex-Tec Syllabi; Courses of Study for Library Technical Assistant, Prepared for the Texas State Library. ED 026 107
- Lighting**
- Biological Implications of Artificial Illumination. ED 025 929
- Design Criteria for Learning Spaces. Seating - Lighting - Acoustics. ED 025 931
- Linguistic Competence**
- Concerning the Diagnosis and Remedying of Lack of Competence in a Second Language. ED 025 770
- Linguistics**
- Language and Language Learning: Papers Relating to the Anglo-American Seminar on the Teaching of English (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers. ED 026 360
- Listening**
- Research in Oral Language. ED 026 370
- Listening Comprehension**
- Teaching Spanish by Being Responsible for Specific Objectives. Stanislaus County Schools Project for the Development of County Wide Articulation in Foreign Language Instruction Through Common Measurement Procedures. ED 025 982
- Listening Skills**
- Listening. What Research Says to the Teacher, No. 29. ED 026 120
- Literacy**
- Teaching Black Children to Read. Urban Language Series, Number 4. ED 025 761
- Literary Analysis**
- An Annotated Bibliography of Statistical Stylistics. ED 025 765
- Learning From Loneliness. ED 026 359
- Literary Criticism**
- Literary Criticism and the Imagination. ED 026 375
- Literary History**
- Fifty Years of Children's Books, 1910-1960: Trends, Backgrounds, Influences. ED 026 371
- Literature**
- The Centrality of Literature in the English Curriculum. ED 026 372
- Fifty Years of Children's Books, 1910-1960: Trends, Backgrounds, Influences. ED 026 371
- Handbook to the Study of British Commonwealth Literature in English. ED 026 388
- Literary Criticism and the Imagination. ED 026 375
- A Primer of Existentialism. ED 026 379
- Reading Literature and Learning A Second Language. ED 025 767
- Response to Literature: Papers Relating to the Anglo-American Seminar on the Teaching of English (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers. ED 026 350
- A Selective Bibliography of Works Related to the Teaching of Slavic Languages and Literatures in the United States and Canada, 1942-1967. ED 025 988
- Significant Reading Experiences of Superior English Students. ED 026 394
- Literature Appreciation**
- "The Once and Future King." ED 026 387
- Literature Reviews**
- An Exploration of the Place of Projects in 4-H. ED 026 161
- Planning Systems in Education. ED 025 855
- A Prekindergarten Program for Four-Year-Olds, with a Review of the Literature on Preschool Education. An Occasional Paper. ED 026 124
- Small Group Counseling: A Potential Means of Confronting Adjustment Problems in the Lower Elementary School. ED 025 796
- Longitudinal Studies**
- A Longitudinal Investigation of Change in the Factorial Composition of Intelligence with Age in Young School Children. ED 026 149
- Nurse Career-Pattern Study. Part I: Practical Nursing Programs. ED 026 510
- Youth in Transition. Volume I, Blueprint for a Longitudinal Study of Adolescent Boys. ED 026 463
- Los Angeles Public Library**
- Report of Library Services and Construction Act Project #2842, January 1-June 30, 1966. ED 026 091
- Report of Library Services and Construction Act Project # 2842, July 1 - December 31, 1966. ED 026 092
- Report of Library Services and Construction Act Project # 2842, January 1 - June 30, 1967. ED 026 093
- Report of Library Services and Construction Act Project # 2842, July 1 - December 31, 1967. ED 026 094
- Low Ability Students**
- The Developmental Studies Program: Some Scholarship and Persistence Statistics. ED 026 043
- Low Achievers**
- Cooperation, Aggression and Learning in a Bi-Racial Classroom (The Socialization of Academic Behaviour Among Negro Junior High School Students). Final Report. ED 026 442
- The Open-Door College: The Problem of the Low Achiever. ED 026 054
- Low Income Groups**
- Educational Methods Used in Presenting Consumer Information to Homemakers Living in Low Income Urban Areas. ED 025 683
- Low Level Aspiration**
- Change in the Rural Southern Appalachian Community. Research Series 7. ED 026 187
- Maine**
- Industrial Arts and Technology in Maine, A Study of American Industry. A Guide for Secondary Schools in Maine. ED 026 449
- Maintenance**
- A Compendium on Carpeting in our Future. ED 025 912
- Floor Care. Resource Manual for Custodial Training Course #2. ED 025 915

158 Subject Index

Malaya

Education and Primary Development in Malaya 1900-1940; A Study of the Malay Community. Final Report.

ED 026 401

Males

The Pre-Retirement Years: A Longitudinal Study of the Labor Market of the Cohort of Men 45-59 Years of Age. Vol.1.

ED 026 525

Malta

'News!' A Successful ETV Competition in Malta.

ED 025 958

Management

A Time-Cost Management System for use in Educational Planning.

ED 025 935

Management Development

Developing Effective Managers.

ED 025 685

Management Education

Statistics in Vocational Rehabilitation.

ED 026 469

Management Games

An Education System Planning Game.

ED 025 843

Mandarin Chinese

A Chinese Dialect Dictionary on Computer: Progress Report.

ED 025 740

Manpower Development

Career Guidance. A Report of the Subcommittee on Career Guidance of the Committee on Specialized Personnel.

ED 025 786

The Development and Utilization of Human Resources; A Guide for Research.

ED 026 464

Educational Assessment - Memphis.

ED 025 938

An Interdisciplinary Approach to Manpower Research.

ED 026 485

An Investigation of the Current Role of Publicity in the Washington, D. C. Manpower Development and Training Act Program with a Proposed Public Relations Program for the Future.

ED 025 700

Manpower in Economic and Social Growth; Proceedings of International Manpower Seminar (6th, June 1-August 13, 1966).

ED 026 476

Manpower Research Projects Sponsored by the U.S. Department of Labor... Through June 30, 1968.

ED 026 507

Neighborhood Manpower Programs. Manpower Training Series.

ED 026 451

Manpower Development and Training Act Programs

The Influence of MDTA Training on Earnings. Manpower Evaluation Report No. 8.

ED 026 542

Manpower Needs

Educational Assessment - Memphis.

ED 025 938

An Interdisciplinary Approach to Manpower Research.

ED 026 485

Manpower Planning and Forecasting in the Firm: An Exploratory Probe. Final Report.

ED 026 521

Methods of Long-Term Projection of Requirements for and Supply of Qualified Manpower. Statistical Reports and Studies.

ED 026 457

Neighborhood Manpower Programs. Manpower Training Series.

ED 026 451

Manpower Utilization

Custodian Workload Surveys: A Guide to Assist School Business Managers and Superintendents.

ED 025 852

The New York State Department of Labor's Manpower Projections for the State and its

Areas: A Preliminary Report on Methodology. Special Labor News Memorandum 111.

ED 026 459

Manuals

Auxiliary School Personnel Programs for Rural America.

ED 026 338

Course Design and Redesign Manual for Job Training Courses (First Edition). Research Report SRR 66-17.

ED 026 538

CSI Manual of Practice.

ED 025 920

Inventory Control of Fixed Assets by School District Personnel.

ED 025 846

Mass Media

A Hank of Hair and a Piece of Bone.

ED 026 353

New Circuits or Short Circuits?

ED 026 354

The New Mass Media Challenge to a Free Society.

ED 025 941

The Wheel: A Model For Multi-Media Learning.

ED 026 352

Master Plans

General Guide for Community College System Physical Planning. 2nd Printing.

ED 025 907

Planning and Construction of College and University Buildings.

ED 025 911

School District Organization for Missouri, A Plan to Provide Equal Access to Educational Opportunity for all Children. Report of the Missouri School District Reorganization Commission.

ED 026 171

Masters Degrees

School Personnel Made Eligible for Initial Certification Through Mat Programs; A Directory of Institutions, with Data.

ED 026 348

Master Teachers

A Comparison of a Master Teacher and Instructional Assistants in Automated Shorthand and Typewriting Instruction. Final Report. A Pilot Study Conducted at the Harrisburg Area Community College.

ED 026 518

Material Development

An Exploratory Study of Form Perception as Applied to the Production of Educational Media. Final Report.

ED 025 943

Teaching by Correspondence. UNESCO Source Book.

ED 025 686

Mathematical Applications

Some Mathematics of Information Storage and Retrieval.

ED 026 084

Mathematical Models

Library Cost Models: Owning Versus Borrowing Serial Publications.

ED 026 106

On the Modeling of Relationships between Performance and Resource Management in an Urban School District.

ED 025 839

Some Mathematics of Information Storage and Retrieval.

ED 026 084

Mathematics

Guidelines for Mathematics in the Elementary School.

ED 026 237

Guidelines for Mathematics in the Secondary School.

ED 026 236

Indicating Essentials of Secondary School Algebra: A Comparative Analysis of British, United States, and Entebbe Programs.

ED 026 242

[Orange County Science Education Improvement Project Syllabuses, 7-12.]

ED 026 270

Sinusoids and Phasors.

ED 026 240

Mathematics Education

Science Education Information Report, General Bibliography Series 15, Achievement.

ED 026 281

Mathematics Instruction

Arithmetic and Mathematics. Dimensions in Early Learning Series.

ED 026 136

Social and Cultural Characteristics of Mexican-American Families in South El Paso, Texas. Interim Report of the Mathematics Education Program.

ED 026 175

Measurement

The Syntax of Children's Writing.

ED 026 356

Measurement Instruments

Appendix Z. Classes of Measures Used in the Behavioral Sciences, the Nature of the Data That Derive from Them, and Some Comments as to the Advantages and Disadvantages of Each.

ED 026 331

The Effect of Sociability on the Type and Rate of Interaction in Small Groups.

ED 025 728

The Measurement of Educative Behavior and its Relationship to the Leisure Satisfaction of College Alumni.

ED 025 694

A Q-Sort Instrument for Measuring Attitudes Toward the Educational Conditions of the Indiana Plan.

ED 025 708

Measurement Techniques

Appendix Z. Classes of Measures Used in the Behavioral Sciences, the Nature of the Data That Derive from Them, and Some Comments as to the Advantages and Disadvantages of Each.

ED 026 331

A Distance Measure of Racial Attitudes in Primary Grade Children: An Exploratory Study.

ED 026 133

A Factor Analysis of Project Talent Tests and Four Other Test Batteries. Project TALENT.

ED 025 819

Media Technology

Mobile Media at San Francisco Medical Center.

ED 025 963

Medical Laboratory Assistants

Essentials of an Acceptable School for Certified Laboratory Assistants.

ED 026 479

The Role of Junior Colleges in Educational Programs in Radiologic Technology.

ED 026 498

Medical Record Technicians

Essentials of an Acceptable School for Medical Record Technicians.

ED 026 471

Medical Schools

Mobile Media at San Francisco Medical Center.

ED 025 963

Medical Services

Availability and Use of Health Services, Rural-Urban Comparison.

ED 026 156

Memory

Concept Identification Strategies. Research Project Number 3 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute, November 1, 1967.

ED 026 140

Mental Health Programs

Comprehensive Pupil Services for all Children.

ED 025 800

A Mental Health Consultation Program for Project Head Start.

ED 025 776

A Pilot Study in Exploring the Use of Mental Health Consultants to Teachers of Socially and Emotionally Maladjusted Pupils in Regular Classes.

ED 026 291

Mentally Handicapped

The Brain as a Mixer, II. A Pilot Study of Central Auditory Integration Abilities of Normal and Retarded Children. Studies in Language and Language Behavior, Progress Report Number VII.

ED 025 887

Comprehension and Imitation of Sentences by Mongoloid Children as a Function of Transformational Complexity. Studies in Language and Language Behavior, Progress Report Number VII.

ED 025 888

A Continuing Program for Mentally Retarded Pupils in the Warwick Public Schools, Grades 7-12.

ED 025 867

Curriculum Guide for the Educable Mentally Handicapped.

ED 025 880

The Effects of Individualized Versus Group Oriented Physical Education Programs on Selected Parameters of Development of Educable Mentally Retarded and Minimally Brain Injured Children. Final Report.

ED 025 892

Influences of an Advance Organizer on the Verbal Learning and Retention of Educable Mental Retardates; A Comparison of Educable Mentally Retarded and Intellectually Normal Performances. Final Report.

ED 025 883

Mental Retardation; A Basic Guide.

ED 025 877

MR 68; The Edge of Change. A Report to the President on Mental Retardation, Program Trends and Innovations, with Recommendations on Residential Care, Manpower, and Deprivation.

ED 025 873

Predictors of Achievement for Educable Mentally Retarded Children. Final Report.

ED 025 885

Problems of Language Development in the Retarded: A Discussion of Olson's Review. Studies in Language and Language Behavior, Progress Report IV.

ED 025 886

The Retarded Adult in the Community.

ED 025 881

Scouting for the Mentally Retarded.

ED 025 868

A Social Attitude Approach to Sex Education for the Educable Mentally Retarded. In-Service Training Materials for Teachers of the Educable Mentally Retarded, Session III.

ED 025 872

Special Education Curriculum Development Center; An In-Service Training Approach.

ED 025 865

State Laws Pertaining to Phenylketonuria as of November 1966.

ED 025 874

Survey of Employer Experience and Opinions Concerning Mentally Retarded Persons as Employees.

ED 026 506

Teaching the Educable Mentally Retarded.

ED 025 878

Verbal Operant Conditioning of Young Mongoloid Children. Final Report.

ED 025 891

Mental Tests

Infant and Preschool Mental Tests: Review and Evaluation.

ED 026 109

Merchants

Participation in Pesticide Education Programs and Changes in Opinion Leadership Activities.

ED 025 726

Metal Working Occupations

Employment Opportunities and Training Needs for Technicians in the Metalworking Manufacturing Industries of the Central Ohio Valley with Projections Through 1975.

ED 026 491

Methodology

Decision Making in Action. Chapter 2, New Look at Education: Systems Analysis in our Schools and Colleges.

ED 025 838

Methods of Long-Term Projection of Requirements for and Supply of Qualified Manpower. Statistical Reports and Studies.

Methods

Sanitation in School Housekeeping. A Training Course for School Custodians.

ED 025 916

Methods Courses

A Model Program for Improving the Education of Preservice and Inservice Teachers of Elementary, Secondary and Exceptional Children in Metropolitan Areas; Interim Report

ED 026 290

Metropolitan Areas

Managing Public Education in a Metropolitan Area.

ED 025 854

The Urban University and the Urban Community.

ED 025 692

Mexican Americans

Agencies and the Migrant: Theory and Reality of the Migrant Condition. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas.

ED 026 173

An Analysis of the Mexican American Migrant Labor Force in the Stockbridge Area.

ED 026 167

Attitudinal Characteristics of Migrant Farm Workers. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas.

ED 026 172

Classroom Projects and Linguistic Laboratory for Non-English Speaking Children of Oklahoma.

ED 026 176

A Cross-Culture Study of Sex Differences Among First-Graders on A Verbal Test.

ED 026 191

Directory of Federal Officials with Liaison Responsibility for Programs of Special Interest to Mexican Americans.

ED 026 155

Evaluation of the Bilingual Project of Harland Independent School District, San Antonio, Texas, in the First and Second Grades of Four Elementary Schools during 1967-68 School Year.

ED 026 158

The Mexican-American Heritage: Developing Cultural Understanding. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas.

ED 026 174

A Pilot Study to Apply Evaluation-Revision Procedures in First-Grade Mexican-American Classrooms. Final Report. Technical Memorandum Series.

ED 026 170

Social and Cultural Characteristics of Mexican-American Families in South El Paso, Texas. Interim Report of the Mathematics Education Program.

ED 026 175

The Study of Migrants as Members of Social Systems.

ED 026 159

A Study of the Effect of Socioeconomic Factors on the School Achievement of Spanish-Speaking School Beginners.

ED 026 217

Teachers of Minority Groups: The Origins of Their Attitudes and Instructional Practices.

ED 026 192

Testing in Spanish and the Subsequent Measurement of English Fluency.

ED 026 193

Whose American Dream Is It?

ED 025 771

Michigan

An Analysis of the Mexican American Migrant Labor Force in the Stockbridge Area.

ED 026 167

Project '80; Rural Michigan Now and in 1980. Economic Prospects of Farmers. Research Report 47, Farm Science.

ED 026 452

A Study of Part-Time Instructors in Vocational-Technical Education Among Community Colleges in Michigan.

ED 025 695

Microfiche

A DDC Bibliography on Microfiche, Microfilm and Related Equipment, Volume 1.

ED 026 087

Microfilm

A DDC Bibliography on Microfiche, Microfilm and Related Equipment, Volume 1.

ED 026 087

Identification and Copyright--Two Problems in Microform Systems.

ED 026 102

Mobile Library Filming Device.

ED 026 081

Microteaching

Appendix J. An Experimental Model to Enable Instructional Managers to Demonstrate Interaction Competency.

ED 026 315

Middle Schools

The Middle School of Tomorrow. Chapter 15, The American Middle School: An Organizational Analysis.

ED 025 831

The Paramount Middle School Goal. Chapter 3, The American Middle School: An Organizational Analysis.

ED 025 830

Migrant Child Education

Classroom Projects and Linguistic Laboratory for Non-English Speaking Children of Oklahoma.

ED 026 176

Evaluation of Migrant Summer School Programs Supported by the New York State Department of Education During 1968. Final Report.

ED 026 162

A Survey of Educational Programs for Agricultural Migrant Children during 1967.

ED 026 178

Migrant Education

The Mexican-American Heritage: Developing Cultural Understanding. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas.

ED 026 174

Migrant Employment

Guide to Sources on Agricultural Labor.

ED 026 152

Migrant Problems

Agencies and the Migrant: Theory and Reality of the Migrant Condition. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas.

ED 026 173

Migrants

The Study of Migrants as Members of Social Systems.

ED 026 159

Migrant Workers

An Analysis of the Mexican American Migrant Labor Force in the Stockbridge Area.

ED 026 167

Attitudinal Characteristics of Migrant Farm Workers. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas.

ED 026 172

Migration Patterns

A Survey of Educational Programs for Agricultural Migrant Children during 1967.

ED 026 178

Military Training

An Experiment in Basic Airborne Electronics Training. Part 5: Evaluation of the Revised Courses.

ED 025 684

Minority Groups

The Disadvantaged Student in Graduate School Master's and Doctoral Degree Programs in Predominantly Non-Negro Universities.

ED 026 021

Graduate Education for the 'Disadvantaged' and Black-Oriented University Graduates.

ED 026 022

160 Subject Index

- A Profile of Students in the College Readiness Program at College of San Mateo. ED 026 065
- Study of Minority Group Employment in the Federal Government. ED 026 519
- Minority Group Teachers**
A Statement of POSTURE Toward Public Education in New York City. ED 026 417
- Teachers of Minority Groups: The Origins of Their Attitudes and Instructional Practices. ED 026 192
- Minority Role**
Problems of the Minority Student on the Campus. ED 026 018
- Missouri**
School District Organization for Missouri, A Plan to Provide Equal Access to Educational Opportunity for all Children. Report of the Missouri School District Reorganization Commission. ED 026 171
- Models**
Appendix B. A Conceptual Model for the Teaching of Elementary Mathematics. ED 026 307
- Appendix C. Content Model--Mathematics--for Elementary Education. ED 026 308
- Appendix G. Basic Training Model for the ComField Practicum. ED 026 312
- Appendix I. An Experimental Model for Preparing Teachers to Develop Behavioral Objectives; the Washington State University and Bellevue (Washington) Public Schools Career Teaching Project. ED 026 314
- Appendix J. An Experimental Model to Enable Instructional Managers to Demonstrate Interaction Competency. ED 026 315
- Appendix M. Research Utilization and Problem Solving. ED 026 318
- Appendix N. Implementation of the RUPS System in a Total School District. ED 026 319
- Appendix O. The Human Relations School. ED 026 320
- Appendix X. ComField Information Management System. ED 026 329
- A Budget Model of a University. ED 025 849
- A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education. Volume I: Overview and Specifications. Final Report. ED 026 305
- A Comprehensive Model for Managing an ESEA Title III Project from Conception to Culmination. Report No. 3 of the Second National Study of PACE. ED 025 859
- Decision Making in Action. Chapter 2, New Look at Education: Systems Analysis in our Schools and Colleges. ED 025 838
- A Growth Model of Institutions of Adult Education. ED 025 709
- An Identification of Critical Behavior and Related Major Concepts Relevant to the Training of Professional Leaders in Extension Education. ED 025 720
- Manpower Planning and Forecasting in the Firm: An Exploratory Probe. Final Report. ED 026 521
- Planning Systems in Education. ED 025 855
- A Preventive Approach to Developmental Problems in School Children. ED 025 799
- Some Economic Considerations and a Procedure for a University Cost Study. ED 025 847
- A Study of Research Utilization Processes in British Agriculture. ED 025 717
- A Systematic Approach to the Analysis of a Non-Systematic Process. ED 026 402
- A Systems Approach to Updating Professional Personnel. ED 026 300
- Toward Psycholinguistic Models of Language Instruction. ED 025 718
- Toward the Style of the Community Change Educator. ED 025 743
- Use of Literary Models in Teaching Written Composition, Grades K-6. ED 025 721
- Modern Languages**
International Conference, The Teaching of Modern Languages To-day (2nd, Milan, Italy, September 11-12, 1967). ED 026 365
- Modern Foreign Languages Test Results, Spring 1967 - Analysis. ED 025 974
- Research Techniques for Phonetic Comparison of Languages. ED 025 981
- Results of the Survey of the Use of Programmed Foreign Language Instruction in American Universities and Colleges. Clearinghouse Report. ED 025 967
- Moral Values**
Sex Education and the New Morality. A Search for a Meaningful Social Ethic. ED 025 793
- Study of Existing Student Value Patterns for Selected Catholic College Women. Final Report. ED 026 026
- Teaching Strategies for the Clarification of Values. Guidelines Paper VI. ED 025 784
- Morphology (Languages)**
[General Characteristics of English Grammar Compared With Russian.] ED 025 985
- Motivation**
Beyond Ability. ED 025 993
- Learning Orientations of Adults for Enrolling in the Part-Time B.A. Program at the University of Guelph. ED 025 730
- Social and Cultural Characteristics of Mexican-American Families in South El Paso, Texas. Interim Report of the Mathematics Education Program. ED 026 175
- Why Adults Learn; A Study of the Major Reasons for Beginning and Continuing a Learning Project. ED 025 688
- Motor Development**
Exploring the Use of the GATB with Vocational-Technical Bound Ninth Grade Boys. Research Series, Number 3. ED 026 536
- Multilingualism**
A Study of The "New Primary Approach" in The Schools of Kenya. ED 025 738
- Multimedia Instruction**
A Multimedia Approach to Communicating Occupational Information to Noncollege Youth. Technical Report. ED 026 544
- The Wheel: A Model For Multi-Media Learning. ED 026 352
- Multiply Handicapped**
Study of Man-Machine Communications Systems for the Handicapped. Interim Report. ED 025 890
- Museums**
A Study of the Relation of Museum Art Exhibitions to Education. Final Report. ED 026 403
- Music**
The Development of a Planned Program for Teaching Musicianship in the High School Choral Class. Final Report. ED 026 402
- Music Education**
The Development of a Planned Program for Teaching Musicianship in the High School Choral Class. Final Report. ED 026 402
- A Plan for Developing Performance Materials in the Contemporary Idiom for the Early Stages of String Instruction. Appendices A-F. Final Report. ED 025 850
- Music Techniques**
A Plan for Developing Performance Materials in the Contemporary Idiom for the Early Stages of String Instruction. Appendices A-F. Final Report. ED 025 850
- National Conference Diffusion Educational Ideas**
Research Implications for Educational Diffusion: Major Papers Presented at National Conference on Diffusion of Educational Ideas (East Lansing, Michigan, March 26-28 1968). ED 026 535
- National Council for Accreditation of Teacher Educ**
The New NCATE Evaluation Criteria and the Requirements for a Teaching Major. ED 026 384
- National Council on Higher Learning**
Report of the Advisory Committee on Higher Education to the Secretary of Health, Education, and Welfare. ED 025 990
- National Programs**
The Creation and Development of Educational Television as an Institution of Adult Education: A Case Study in American History. ED 025 705
- National Standard Reference Data System**
Information Handling in the National Standard Reference Data System. NBS Technical Note 290. ED 026 095
- National Surveys**
Development of Multi-Media Programmed Instructional Materials for the Training of Law Enforcement Officers. Final Report. ED 026 509
- Educational Park Development in the United States, 1967. A Survey of Current Development Plans. ED 025 834
- Factors Affecting the Establishment of Associate Degree Programs in Nursing in Community Junior Colleges. League Exchange No. 77. ED 026 460
- Head Start Programs Operated by Public School Systems, 1966-67. ED 026 115
- National Study of High School English Programs: A Record of English Teaching Today, A School For All Seasons. ED 026 357
- A Report on University Counselling Services. ED 025 824
- A Survey of Educational Programs for Agricultural Migrant Children during 1967. ED 026 178
- Vocational Guidance in Secondary Education. Results of a National Survey. Research 36. ED 026 534
- Youth in Transition. Volume I, Blueprint for a Longitudinal Study of Adolescent Boys. ED 026 463
- Nebraska**
Great Plains School District Organization Project. Project Report for Nebraska. ED 026 196
- Nebraska English Curriculum**
The Syntax of Children's Writing. ED 026 356
- Needle Trades**
When You Go to Work. A Book for the Needle Trades. ED 026 508
- Negotiation Agreements**
Issues and Outcomes of Teachers' Strikes, 1955-65. ED 025 835

Negro Dialects

A Black English Translation of John 2:1-21; With Grammatical Annotations.

ED 025 741

Non-Standard Negro Dialects - Convergence or Divergence?

ED 025 753

Teaching Black Children to Read. Urban Language Series, Number 4.

ED 025 761

Negro Education

The Negro American and Higher Education.

ED 026 036

What Should Be the Role of Afroamerican Education in the Undergraduate Curriculum?

ED 026 015

Negroes

Conference on Community and Family Services for the Educational Rehabilitation of Disadvantaged Youth, Conference Proceedings (New York, June 15-16, 1967).

ED 026 436

Cycle to Nowhere.

ED 026 418

Education, Employment, and Negro Equality.

ED 026 533

Public Recreation and the Negro. A Study of Participation and Administrative Practices.

ED 025 816

The Study of Migrants as Members of Social Systems.

ED 026 159

Negro History

Adventures in United States History. Unit 4: The Civil War Divides the North and South.

ED 026 429

Negro Institutions

The Harvard-Yale-Columbia Intensive Summer Studies Program. The Disadvantaged Student in Graduate School.

ED 026 020

Negro Mothers

Factors in School Integration Decisions of Negro Mothers. Final Report.

ED 026 441

Negro Students

Cooperation, Aggression and Learning in a Bi-Racial Classroom (The Socialization of Academic Behaviour Among Negro Junior High School Students). Final Report.

ED 026 442

Graduate Education for the 'Disadvantaged' and Black-Oriented University Graduates.

ED 026 022

Problems of the Minority Student on the Campus.

ED 026 018

Social Development Program. 1967 Report.

ED 025 792

Negro Youth

Ego Development Guide for Primary Grade Teachers, K-3. Project Beacon.

ED 025 813

Inner-City Negro Youth in a Job Training Project: A Study of Factors Related to Attrition and Job Success. Final Report.

ED 026 530

Neighborhood Centers

Neighborhood Manpower Programs. Manpower Training Series.

ED 026 451

Nelson-Denny Reading Test

A Comparison of Individual Reading Improvement Scores on a Group of 36 Community College Freshmen as Measured by the Crude Gain Method and the Residual Gain Method.

ED 026 071

Neurological Defects

The Brain as a Mixer, II. A Pilot Study of Central Auditory Integration Abilities of Normal and Retarded Children. Studies in Language and Language Behavior, Progress Report Number VII.

ED 025 887

Nevada

Elementary Schools Survey, Western States Small Schools Project for Nevada.

ED 026 168

New Dimensions for the Small Schools of Nevada. A Report of the Western States Small Schools Project for Nevada (January 1, 1962 - August 31, 1965).

ED 026 169

New England Library Information Network

Catalog Data File Creation for the New England Regional Library Technical Processing Center. NELINET. New England Library Information Network. Final Report of CLR-374

ED 026 077

Systems Design and Pilot Operations of a Regional Center for Technical Processing for the Libraries of the New England State Universities. NELINET. New England Library Information Network. Progress Report, July 1, 1967 - March 30, 1968. Volume I.

ED 026 078

Systems Design and Pilot Operation of a Regional Center for Technical Processing for the Libraries of the New England State Universities. NELINET. New England Library Information Network. Progress Report, July 1, 1967 - March 30, 1968, Volume II, Appendices.

ED 026 079

New Left

A Strategy for Campus Peace.

ED 025 991

New Primary Approach

A Study of The "New Primary Approach" in The Schools of Kenya.

ED 025 738

News Media

The New Mass Media Challenge to a Free Society.

ED 025 941

New York

Evaluation of Migrant Summer School Programs Supported by the New York State Department of Education During 1968. Final Report.

ED 026 162

The New York State Department of Labor's Manpower Projections for the State and its Areas: A Preliminary Report on Methodology. Special Labor News Memorandum 111.

ED 026 459

Noncollege Preparatory Students

A Multimedia Approach to Communicating Occupational Information to Noncollege Youth. Technical Report.

ED 026 544

Nondirective Counseling

Informal Helping Relationships Among Adults.

ED 025 736

Nongraded System

The Nongraded School: An Annotated Bibliography.

ED 026 289

Nonprofessional Personnel

Informal Helping Relationships Among Adults.

ED 025 736

Utilization of Auxiliary Staff in the Provision of Family Services in Public Welfare.

ED 026 487

Nonverbal Ability

A Theory of Nonverbal Creativity.

ED 025 814

North Carolina

North Carolina Comprehensive Community College System Standards and Evaluative Criteria: Community Colleges and Technical Institutes.

ED 026 038

Research and Development Study of State Funding and Business Management Procedures in Community Colleges and Technical Institutes in the State of North Carolina: An Investigation of Cost Differentials Between Trade, Technical, and College Parallel Curriculums--Vol. I: Policy Manual--Vol. II: Accounting Manual--Vol. III.

ED 026 033

Novels

Learning From Loneliness.

ED 026 359

"The Once and Future King."

ED 026 387

Number Concepts

Guidelines for Mathematics in the Secondary School

ED 026 236

Nursery Schools

A Prekindergarten Program for Four-Year-Olds, with a Review of the Literature on Preschool Education. An Occasional Paper.

ED 026 124

Nursing

Criteria for the Evaluation of Educational Programs in Nursing. Leading to an Associate Degree. Revised Edition.

ED 026 471

Disaster Nursing Preparation. Report of a Pilot Project Conducted in Four Schools of Nursing and One Hospital Nursing Service.

ED 026 477

Factors Affecting the Establishment of Associate Degree Programs in Nursing in Community Junior Colleges. League Exchange No. 77.

ED 026 460

Guidelines for Assessing the Nursing Education Needs of a Community.

ED 026 497

Operation Decision: Community Planning for Nursing in the West.

ED 026 465

Toward More Effective Teaching in WHEN Schools; The Report of a Course in New Training Techniques for Nurse Faculty.

ED 026 450

Nutrition

Teaching Nutrition in the Elementary School.

ED 026 148

Observation

The Effects of Prompting, Practice and Feedback in Programmed Videotape.

ED 026 342

Wireless Observation. Horace Mann - Lincoln Institute Papers.

ED 025 871

Occupational Aspiration

Job Values of Educationally Disadvantaged Students.

ED 025 809

The Northwest Missouri State College Studies: Volume XXVII, Number 3, Educational and Occupational Aspirations of High School Seniors, Part I.

ED 026 461

The Northwest Missouri State College Studies. Volume XXVII, Number 4; Educational and Occupational Aspirations of High School Seniors. Part II.

ED 026 462

Occupational Clusters

The New York State Department of Labor's Manpower Projections for the State and its Areas: A Preliminary Report on Methodology. Special Labor News Memorandum 111.

ED 026 459

Occupational Guidance

Career Guidance. A Report of the Subcommittee on Career Guidance of the Committee on Specialized Personnel.

ED 025 786

Computer-Assisted Synthesis of Psychometric Data in Vocational Counseling.

ED 025 787

A Multimedia Approach to Communicating Occupational Information to Noncollege Youth. Technical Report.

ED 026 544

Occupational Reinforcer Patterns. Minnesota Studies in Vocational Rehabilitation: XXIV. First Volume.

ED 025 817

A Pilot Project for Vocational Guidance in Economically Underdeveloped Areas.

ED 026 527

Vocational Guidance in Secondary Education. Results of a National Survey. Research 36.

ED 026 534

Occupational Home Economics

Analysis of Tasks in Three Home Related Occupations.

ED 026 484

Determining Employment Needs, Educational Feasibilities, and Potential Enrollments in Oc-

- cupational Home Economics at the Post-Secondary Level in Oklahoma. ED 026 503
- Institute for Home Economics Teachers on Initiating, Developing, and Evaluating Programs at the Post High School Level to Prepare Food Service Supervisors and Assistants to Directors of Child Care Services: Volume I: A Post High School Program in Home Economics (May 1, 1966-June 30, 1967). Final Report. ED 026 458
- Institute for Home Economics Teachers on Initiating, Developing and Evaluating Programs at the Post High School Level to Prepare Food Service Supervisors and Assistants to Directors of Child Care Services: Volume II: A Post-High School Program in Child Care Services Vocational Education in Home Economics. 1966-67. ED 026 524
- When You Go to Work. A Book for the Needle Trades. ED 026 508
- Occupational Information**
- Aviation -- Where Career Opportunities are Bright, Counselor's Guide. ED 026 481
- Career Guidance. A Report of the Subcommittee on Career Guidance of the Committee on Specialized Personnel. ED 025 786
- Computer-Assisted Synthesis of Psychometric Data in Vocational Counseling. ED 025 787
- A Guide for Developmental Vocational Guidance. Grades K-12. ED 026 532
- The Shortage of Skilled and Technical Workers; An Inquiry Into Selected Occupations in Short Supply. ED 026 499
- When You Go to Work. A Book for the Needle Trades. ED 026 508
- Occupational Mobility**
- The Pre-Retirement Years: A Longitudinal Study of the Labor Market of the Cohort of Men 45-59 Years of Age. Vol.1. ED 026 525
- Occupational Surveys**
- Employment Opportunities and Training Needs for Technicians in the Metalworking Manufacturing Industries of the Central Ohio Valley with Projections Through 1975. ED 026 491
- Manpower and Operations Research Studies of the U.S. Employment Service and State Employment Services 1958-1967. A Selected Bibliography. ED 026 516
- The Shortage of Skilled and Technical Workers; An Inquiry Into Selected Occupations in Short Supply. ED 026 499
- Occupations**
- Aviation -- Where Career Opportunities are Bright, Counselor's Guide. ED 026 481
- Off Farm Agricultural Occupations**
- Planning and Conducting Cooperative Education Programs in Agriculture in the State of Arizona. A Manual of Guidelines and Procedures. ED 026 515
- Office Occupations Education**
- A Comparison of a Master Teacher and Instructional Assistants in Automated Shorthand and Typewriting Instruction. Final Report. A Pilot Study Conducted at the Harrisburg Area Community College. ED 026 518
- Factors Associated with Successful Adaptation to the Secretarial/Stenographic Role. ED 026 531
- Off the Job Training**
- Analysis of In-Company and Out-of-Company Educational and Training Practices for Clerical Workers of Leading Firms in the Greater Boston Area. (Volumes 1 and 11). ED 025 715
- Ohio**
- Housing and Transportation Study: Full-Time Employees. ED 026 060
- A Report by the Governor's Task Force on Vocational and Technical Education. ED 026 528
- Older Adults**
- The Older Adult as a University Student. ED 025 732
- Training and Retraining Older Workers, an Annotated Bibliography. ED 026 472
- One Parent Family**
- Conference on Community and Family Services for the Educational Rehabilitation of Disadvantaged Youth, Conference Proceedings (New York, June 15-16, 1967). ED 026 436
- On the Job Training**
- Analysis of In-Company and Out-of-Company Educational and Training Practices for Clerical Workers of Leading Firms in the Greater Boston Area. (Volumes 1 and 11). ED 025 715
- The Bethel Project. Project Report Three, the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 333
- The Structure of Technical Training Administration in the United States. ED 026 467
- Operant Conditioning**
- The Experimental Analysis of Behavior in the Education of Socially Disadvantaged Children and Youth (West Point Farms, New York, November 30-December 2, 1966). ED 026 435
- Verbal Operant Conditioning of Young Mongoloid Children. Final Report. ED 025 891
- Operating Expenses**
- Program Cost Differentials at the University of South Florida, 1965-66, with History of Selected Related Factors of Institutional Operations. ED 025 908
- Operations Research**
- A Bibliographic Guide to Operations Analysis of Education. ED 025 851
- Oral Expression**
- Research in Oral Language. ED 026 370
- Oral Reading**
- Making the Most of Informal Inventories. ED 026 211
- Orchestras**
- A Plan for Developing Performance Materials in the Contemporary Idiom for the Early Stages of String Instruction. Appendices A-F. Final Report. ED 025 850
- Oregon**
- Decision-Making in Community Colleges. ED 026 056
- Organization**
- A Good University Physical Plant Organization and What Makes It Click. Revised July 1966. ED 025 913
- How to Organize an Effective Team Teaching Program. Successful School Management Series. ED 026 299
- Organizational Change**
- Complex Organizations: The Implementation of Major Organizational Innovations. ED 025 827
- Design and Default in Teacher Education. Occasional Paper Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 336
- A Growth Model of Institutions of Adult Education. ED 025 709
- Organizations (Groups)**
- Appendix V. Charting the Decision-Making Structure of an Organization. ED 026 327
- A Growth Model of Institutions of Adult Education. ED 025 709
- Scouting for the Mentally Retarded. ED 025 868
- Organization Size (Groups)**
- Analysis of In-Company and Out-of-Company Educational and Training Practices for Clerical Workers of Leading Firms in the Greater Boston Area. (Volumes 1 and 11). ED 025 715
- Orientation Materials**
- When You Go to Work. A Book for the Needle Trades. ED 026 508
- Out of School Youth**
- Vocational Dispositions of the Nonconformist, Collegiate Dropouts. ED 026 006
- Paired Associate Learning**
- Acquisition and Transfer Differences between Kindergartners and Second-Graders on Aurally and Visually Presented Paired-Associates Using an A-B, A-C Design Research Project Number 2 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967. ED 026 139
- Socioeconomic Status, Intelligence and Learning Proficiency in Children. ED 026 434
- Paperback Books**
- Paperback Grammar for Handbook Haters. ED 026 355
- Paragraph Composition**
- The New Rhetoric: Implications for Secondary Teaching. ED 026 376
- Paramedical Occupations**
- The Shortage of Skilled and Technical Workers; An Inquiry Into Selected Occupations in Short Supply. ED 026 499
- Paraprofessional School Personnel**
- Auxiliary School Personnel Programs for Rural America. ED 026 338
- Parental Background**
- Beyond Ability. ED 025 993
- Parent Attitudes**
- Parental Behavior Toward Boys and Girls of Preschool Age. ED 026 119
- Parent Child Relationship**
- Parental Behavior Toward Boys and Girls of Preschool Age. ED 026 119
- Recommendations from the White House Conference on Children and Youth for Home Economics Teachers on the Family Today. Part 2. ED 026 474
- Parent Education**
- Preschool Parent Education Program: A Curriculum Guide for Use by Teachers Conducting Parent Education Programs as a Part of Over-All Compensatory Preschool Projects. Experimental Edition. ED 026 118
- Parent Influence**
- Cooperation, Aggression and Learning in a Bi-Racial Classroom (The Socialization of Academic Behaviour Among Negro Junior High School Students). Final Report. ED 026 442
- Fear and Attachment in Young Children. Research Project Number 4 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967. ED 026 141

- Helping the Child Develop His Creative Potential. ED 026 113
The Northwest Missouri State College Studies; Volume XXVII, Number 3, Educational and Occupational Aspirations of High School Seniors, Part I. ED 026 461
- Parent Participation**
A Curriculum of Training for Parent Participation in Project Head Start. ED 026 144
Preschool Parent Education Program: A Curriculum Guide for Use by Teachers Conducting Parent Education Programs as a Part of Over-All Compensatory Preschool Projects. Experimental Edition. ED 026 118
Wordland Workshop. ED 025 946
- Parochial Schools**
Toward Improved Communication and Cooperation Between Public and Nonpublic Schools. ED 025 836
- Parole Officers**
In-Service Training for Probation, Parole and Correctional Personnel. ED 025 687
- Participant Characteristics**
The Older Adult as a University Student. ED 025 732
- Participant Satisfaction**
An Evaluative Analysis of Selected University Conference Programs Conducted at Kellogg Center for Continuing Education Michigan State University. ED 025 707
The Measurement of Educative Behavior and its Relationship to the Leisure Satisfaction of College Alumni. ED 025 694
Older People as Consumers of Education. ED 025 716
- Participation**
Decision-Making in Community Colleges. ED 026 056
The Effect of Participation Training on the Self-System. ED 025 706
Ego-Stage Development and Interaction. ED 025 696
Learning Orientations of Adults for Enrolling in the Part-Time B.A. Program at the University of Guelph. ED 025 730
Studies on the Affect of Participation in Training and Supervisory Programs. ED 025 731
A Study of Delayed Achievement in a Short-Term Adult Education Program. ED 025 714
The Value Orientations and the Educational Participation of Clergymen. Progress Report. ED 025 724
- Part Time Students**
Learning Orientations of Adults for Enrolling in the Part-Time B.A. Program at the University of Guelph. ED 025 730
- Part Time Teachers**
A Study of Part-Time Instructors in Vocational-Technical Education Among Community Colleges in Michigan. ED 025 695
- Pattern Congruity Method**
Transmission Fidelity in Document Systems. ED 026 083
- Pattern Drills (Language)**
Pattern Drill and Communicative Activity: A Psycholinguistic Experiment. ED 025 977
- Pennsylvania**
[Managerial and Supervisory Educational Needs in Business and Industry in Pennsylvania]. ED 025 701
[Research Studies Completed at Harcum Junior College.] ED 026 004
- Perception**
Appendix E. General Adaptive Strategies. ED 026 310
Visual and Auditory Learning Processes in Normal Children and Children with Specific Learning Disabilities. Final Report. ED 025 894
- Perceptual Development**
A Study of Children's Conceptions of Social Behavior (An Investigation of Interpersonal Reaction Development in Young Children). Final Report. ED 025 803
- Perceptual Motor Learning**
The Diagnosis of Sensory-Motor Disabilities. ED 026 200
- Performance Tests**
Student Characteristics and Change at Napa Junior College. ED 026 035
Testing in Spanish and the Subsequent Measurement of English Fluency. ED 026 193
- Periodicals**
Bibliographic Citations as Unobtrusive Measures of Scientific Communication. ED 026 075
Current Reading: A Scholarly and Pedagogical Bibliography of Articles and Books, Recent and Old, On Censorship. ED 026 398
A Study of the Frequency With Which Russian, French and German Scientific Articles are Cited in Selected American Scientific Journals. ED 026 088
- Persistence**
Beyond Ability. ED 025 993
- Personal Adjustment**
Appendix T. Personalizing Teacher Education. ED 026 325
First Grade Entrance Variables Related to Achievement and Personality, A Study of Culturally Deprived Fourth Graders. ED 026 229
Small Group Counseling: A Potential Means of Confronting Adjustment Problems in the Lower Elementary School. ED 025 796
- Personal Growth**
Campus Climate and Development Studies, Their Implications for Four Year Church Related Colleges. ED 025 782
- Personality**
Ego-Stage Development and Interaction. ED 025 696
Personality Characteristics of College and University Faculty: Implications for the Community College. ED 026 048
- Personality Assessment**
Computer-Assisted Synthesis of Psychometric Data in Vocational Counseling. ED 025 787
Remedial Attitudinal Therapy in the Reformatory Classroom. ED 025 794
- Personality Studies**
Stanford Center for Research and Development in Teaching. Annual Report (1st, April 1967). ED 026 288
Verbal-Numerical Achievement in a Required College Physical Science Course and Some Personality Correlates. ED 026 267
- Personality Tests**
School Environment Preference Schedule--Sep. ED 025 808
Student Characteristics and Change at Napa Junior College. ED 026 035
- Personal Values**
The Attainment of Individuality. ED 026 001
- Study of Existing Student Value Patterns for Selected Catholic College Women. Final Report. ED 026 026
Teaching Strategies for the Clarification of Values. Guidelines Paper VI. ED 025 784
The Value Orientations and the Educational Participation of Clergymen. Progress Report. ED 025 724
- Personnel Evaluation**
Developing Effective Managers. ED 025 685
- Personnel Needs**
A Feasibility Study of Providing Regional Data Processing Services. ED 025 833
MR 68; The Edge of Change. A Report to the President on Mental Retardation, Program Trends and Innovations, with Recommendations on Residential Care, Manpower, and Deprivation. ED 025 873
- Philosophy**
A Primer of Existentialism. ED 026 379
- Phonemes**
Dialectal Variance Interferes with Reading Instruction. ED 026 199
- Phonetics**
Phonetic Symbolism in Adult Native Speakers of English. ED 025 760
Research Techniques for Phonetic Comparison of Languages. ED 025 967
- Phonetic Symbolism**
Phonetic Symbolism in Adult Native Speakers of English. ED 025 760
- Phonograph Records**
A Hank of Hair and a Piece of Bone. ED 026 353
Sights, Sounds, Senses in Step With Reading. Pre-Primer. ED 026 220
Sights, Sounds, Senses in Step with Reading. Primer. ED 026 221
Sights, Sounds, Senses in Step with Reading. Grade 1. ED 026 222
- Phonology**
From Cree to English. Part One: the Sound System. ED 025 755
English Pronunciation: A Manual for Teachers. Collier-MacMillan Teacher's Library. ED 025 750
- Photography**
Mobile Library Filming Device. ED 026 081
- Phrase Structure**
Symbols, Relations, and Structural Complexity. ED 025 751
- Physical Design Needs**
Cooperative Vocational Education Space Needs. ED 025 924
Let's Design for Efficiency. ED 025 928
- Physical Education**
The Effects of Individualized Versus Group Oriented Physical Education Programs on Selected Parameters of Development of Educable Mentally Retarded and Minimally Brain Injured Children. Final Report. ED 025 892
- Physical Education Facilities**
Production of Closed-Circuit Television Programs for Improving Instruction in Professional Health and Physical Education Courses at the Undergraduate Level. ED 025 953

164 Subject Index

Physically Handicapped

Behaviour Problems Amongst Children With Cerebral Palsy.

ED 025 882

Physical Sciences

An Integrated Two Year Chemistry-Physics Course Compared with Consecutively Taught Separate Courses.

ED 026 260

Verbal-Numerical Achievement in a Required College Physical Science Course and Some Personality Correlates.

ED 026 267

Physical Therapy Aides

[The Physical Therapy Aide: Collection of Guidelines and Policy Statement.]

ED 026 494

Physical Therapy Assistants

Training and Utilization of the Physical Therapy Assistant; Policy Statement Adopted by the 1967 House of Delegates.

ED 026 493

Physicians

Information Searching Behavior of Physicians.

ED 026 100

Physics

An Analysis of Subject Matter Content of High School Physics Courses in Selected Schools of Nebraska.

ED 026 261

A Comparative Study of the Effectiveness of a Multi-Media Systems Approach to Harvard Project Physics with Traditional Approaches to Harvard Project Physics.

ED 026 258

A Comparison of the Performance of High School Physics Students Using Closely Directed Experiments with that of Students Using Open Ended Experiments.

ED 026 262

Directory of Physics & Astronomy Faculties 1968-1969, United States, Canada, Mexico.

ED 026 268

Physics Teachers

Directory of Physics & Astronomy Faculties 1968-1969, United States, Canada, Mexico.

ED 026 268

Piaget

Concept Growth and the Education of the Child: A Survey of Research on Conceptualization. National Foundation for Educational Research in England and Wales Occasional Publication Series No. 12.

ED 026 121

Pictorial Stimuli

An Exploratory Study of Form Perception as Applied to the Production of Educational Media. Final Report.

ED 025 943

Pilot Projects

Identifying and Maximizing Research Learning Potential for Social Work Students. Tulane Studies in Social Welfare.

ED 025 781

A Pilot Project for Vocational Guidance in Economically Underdeveloped Areas.

ED 026 527

Placement

Personality Characteristics of College and University Faculty: Implications for the Community College.

ED 026 048

Planetariums

The Planetarium, An Elementary-School Teaching Resource.

ED 026 274

Teacher's Guide to the Strasenburgh Planetarium.

ED 026 257

Planning

How to Organize an Effective Team Teaching Program. Successful School Management Series.

ED 026 299

Qualitative Planning: Beyond the Numbers Game.

ED 025 994

Planning Programming Budgeting Systems

Planning Programming Budgeting Systems: PPBS and Education.

ED 025 856

Plastics

The Need for Plastics Education.

ED 026 069

Police

The Philosophy for Security and Law Enforcement on a College Campus.

ED 025 914

Police Action

The Philosophy for Security and Law Enforcement on a College Campus.

ED 025 914

Policy

Report of the Advisory Committee on Higher Education to the Secretary of Health, Education, and Welfare.

ED 025 990

[The Physical Therapy Aide: Collection of Guidelines and Policy Statement.]

ED 026 494

Training and Utilization of the Physical Therapy Assistant; Policy Statement Adopted by the 1967 House of Delegates.

ED 026 493

Political Attitudes

Manual for the Political Behavior Laboratory.

ED 026 028

Political Influences

A Study of the Problems of Italian Universities and Current Plans for Inducing Change. Final Report.

ED 026 030

Political Power

Reform in Higher Education--Goals of the Right and of the Left.

ED 026 016

Political Science

American Political Behavior, Book I. Interim Report.

ED 026 400

Manual for the Political Behavior Laboratory.

ED 026 028

Population Distribution

Costs of Space in the West.

ED 026 150

Post Secondary Education

The American Indian Graduate: After High School, What?

ED 026 165

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ED 025 909

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ED 026 488

Determining Employment Needs, Educational Feasibilities, and Potential Enrollments in Occupational Home Economics at the Post-Secondary Level in Oklahoma.

ED 026 503

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ED 026 524

L.V. Koss: His Contribution to American Education During Half a Century.

ED 026 052

Methods of Teaching Agricultural Occupations in Community Colleges and Area Vocational Schools. Final Report.

ED 026 529

This is the Community College.

ED 026 063

Vocational Training for Industry in the Northern Plains.

ED 026 468

Post Testing

A Head Start Control Group. Part of the Final Report.

ED 026 128

Potential Dropouts

Dropout Proneness in Appalachia. Research Series 3.

ED 026 188

Evaluation of the In-School Youth Work-Training Project for Fourteen and Fifteen Year Old Youth.

ED 026 501

Poverty Programs

The Neighborhood Youth Corps: Three Years of Success.

ED 026 423

Programs for Disadvantaged Students in the California Community Colleges.

ED 026 032

Power Structure

The Student as a Student.

ED 026 007

Practical Nurses

Nurse Career-Pattern Study. Part I: Practical Nursing Programs.

ED 026 510

Practicums

Appendix G. Basic Training Model for the ComField Practicum.

ED 026 312

Appendix K. Trial Form of an Instrument for Evaluating Instructional Managers in the Practicum.

ED 026 316

Appendix L. A Sequence for the Practicum.

ED 026 317

Practicum Supervision

Structured Practice in Preparing School Personnel; A Guide to Selected Documents in the ERIC Collection, 1966-1968.

ED 026 349

Predictive Ability (Testing)

Exploring the Use of the GATB with Vocational-Technical Bound Ninth Grade Boys. Research Series, Number 3.

ED 026 536

An Investigation of Test Variables Potentially Useful to the Washington Pre-College Testing Program for Community College Subject Field.

ED 026 046

Perceptual Mode Dominance: An Approach to Assessment of First Grade Reading and Spelling.

ED 026 132

Statistical Revisions in the Washington Pre-College Testing Program.

ED 026 047

Predictive Measurement

Clinical Evaluation of Predictive Data for Prospective Home Economics Teachers.

ED 026 454

Rural to Urban Adjustment

ED 026 157

Prereading Experience

Early Childhood Education.

ED 026 198

Summer Programs.

ED 026 214

Preschool Children

An Assessment of Science Achievement of Five- and Six-Year Old Students of Contrasting Socio-Economic Backgrounds.

ED 026 271

Dependency and Social Performance: The Development of a Scale To Measure Level of Independence in Small Children. Part of the Final Report.

ED 026 129

Early Childhood Education.

ED 026 194

The Effect of a Structured Tutorial Program on the Cognitive and Language Development of Culturally Disadvantaged Infants.

ED 026 110

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ED 026 122

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ED 026 141

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ED 026 109

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ED 026 419

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ED 026 126

A Methodology for Fostering Abstract Thinking in Deprived Children.

ED 026 131

Preschool Parent Education Program: A Curriculum Guide for Use by Teachers Conducting Parent Education Programs as a Part of Over-All Compensatory Preschool Projects. Experimental Edition.

ED 026 118

Sex Role Typing in the Preschool Years: An Overview.

ED 026 134

Summer Programs.

ED 026 214

Wordland Workshop.

ED 025 946

Preschool Education

Evaluation of the Preschool Program, 1966-67, Funded under ESEA Title I, P.L. 89-10.

ED 026 143

Los Angeles Unified School District ESEA Title I Components-Evaluation Reports. Division of Elementary Education.

ED 025 802

A Mental Health Consultation Program for Project Head Start.

ED 025 776

Preschool Evaluation

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ED 026 142

Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967.

ED 026 137

Preschool Programs

Diffusion of Intervention Effects in Disadvantaged Families.

ED 026 127

Early Childhood Education.

ED 026 198

An Evaluation of a Six-Week Headstart Program Using an Academically Oriented Curriculum: Canton, 1967.

ED 026 114

Evaluation of the Preschool Program, 1966-67, Funded under ESEA Title I, P.L. 89-10.

ED 026 143

A Prekindergarten Program for Four-Year-Olds, with a Review of the Literature on Preschool Education. An Occasional Paper.

ED 026 124

A Rationale for a Structured Educational Program and Suggested Activities for Culturally Disadvantaged Infants.

ED 026 112

Summer Programs.

ED 026 214

Preschool Workshops

Wordland Workshop.

ED 025 946

Preservice Education

Appendix S. Broad Curricular Planning for the ComField Model Teacher Education Program.

ED 026 324

Inductive Concepts of Teacher Education--The Undergraduate Reading Methods Course.

ED 026 209

Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report. Volume I.

ED 026 301

Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report. Volume II.

ED 026 302

Presidents

"Like It Is": Report of a Workshop for New Junior College Presidents and Their Wives (Los Angeles, July 14-20, 1968).

ED 026 070

A Strategy for Campus Peace.

ED 025 991

Prestressed Concrete

Lift-Shape Construction, An EFL Project Report.

ED 025 917

Primary Grades

Development and Implementation of a Comprehensive Evaluation and Reporting System for Kindergarten and Primary Grade Schools. Final Report.

ED 026 116

A Distance Measure of Racial Attitudes in Primary Grade Children: An Exploratory Study.

ED 026 133

The State's Role in Improving Reading Instruction--A State Pattern in California.

ED 026 216

Principals

Effects of Human Relations Laboratory Training on Flexibility and Attitudes Toward Supervision.

ED 025 704

Private Colleges

Proceedings of a Workshop to Study Eleven Problems Common to Independent Schools. Final Report.

ED 026 025

[Research Studies Completed at Harcum Junior College.]

ED 026 034

What Does the Small College Have to Sell?

ED 026 014

Private Financial Support

A Budget Model of a University.

ED 025 849

Private Schools

International Conference, The Teaching of Modern Languages To-day (2nd, Milan, Italy, September 11-12, 1967).

ED 025 974

Toward Improved Communication and Cooperation Between Public and Nonpublic Schools.

ED 025 836

Probation Officers

In-Service Training for Probation, Parole and Correctional Personnel.

ED 025 687

Problems

PACE: Catalyst for Change. Report No. 6 of the Second National Study of PACE.

ED 025 862

Problem Solving

Appendix B. A Conceptual Model for the Teaching of Elementary Mathematics.

ED 026 307

Appendix M. Research Utilization and Problem Solving.

ED 026 318

A Study of the Development in Logical Judgments in Science of Successful and Unsuccessful Problem Solvers in Grades Four Through Nine.

ED 026 249

Production Techniques

Production of Closed-Circuit Television Programs for Improving Instruction in Professional Health and Physical Education Courses at the Undergraduate Level.

ED 025 953

Productive Thinking

The Question: What to Ask?

ED 026 374

Professional Associations

Criteria for the Evaluation of Educational Programs in Nursing Leading to an Associate Degree. Revised Edition.

Essentials of an Acceptable School for Medical Record Technicians.

ED 026 478

Essentials of an Acceptable School for Certified Laboratory Assistants.

ED 026 479

Essentials of an Acceptable School of Cytotechnology.

ED 026 480

[The Physical Therapy Aide: Collection of Guidelines and Policy Statement.]

ED 026 494

Training and Utilization of the Physical Therapy Assistant; Policy Statement Adopted by the 1967 House of Delegates.

ED 026 493

Professional Continuing Education

A Systems Approach to Updating Professional Personnel.

ED 025 718

Professional Education

Disaster Nursing Preparation. Report of a Pilot Project Conducted in Four Schools of Nursing and One Hospital Nursing Service.

ED 026 477

Students Enrolled for Advanced Degrees Fall 1966.

ED 026 029

A Study of Perceptual and Attitudinal Change Within a Course on Adult Education Methods.

ED 025 734

Professional Training

An Identification of Critical Behavior and Related Major Concepts Relevant to the Training of Professional Leaders in Extension Education.

ED 025 720

Program Administration

Appendix X. ComField Information Management System.

ED 026 329

A Comprehensive Model for Managing an ESEA Title III Project from Conception to Culmination. Report No. 3 of the Second National Study of PACE.

ED 025 859

How to Organize an Effective Team Teaching Program. Successful School Management Series.

ED 026 299

Utilization of Auxiliary Staff in the Provision of Family Services in Public Welfare.

ED 026 487

The Views of 920 PACE Project Directors. Report No.5 of the Second National Study of PACE.

ED 025 861

Program Budgeting

Approaches to the Analysis of School Costs, an Introduction.

ED 025 832

Decision Making in Action. Chapter 2, New Look at Education: Systems Analysis in our Schools and Colleges.

ED 025 838

An Education System Planning Game.

ED 025 843

Planning Programming Budgeting Systems: PPBS and Education.

ED 025 856

Planning Systems in Education.

ED 025 855

Program Cost Differentials at the University of South Florida, 1965-66, with History of Selected Related Factors of Institutional Operations.

ED 025 908

The Systems Approach to School Administration: Some Perceptions on the State of the Art in 1967.

ED 025 853

Program Content

Analysis and Evaluation of 137 ESEA Title III Planning and Operational Grants. Report No. 4 of the Second National Study of PACE.

ED 025 860

Program Costs

Appendix W. Cost Analysis in Teacher Education Programs.

ED 026 328

Research and Development Study of State Funding and Business Management Procedures

in Community Colleges and Technical Institutes in the State of North Carolina: An Investigation of Cost Differentials Between Trade, Technical, and College Parallel Curricula--Vol. I; Policy Manual--Vol. II; Accounting Manual--Vol. III. ED 026 033

Program Descriptions

- About BSCS Biology. ED 026 256
- Administrator's Memo: Youth Tutoring Youth. ED 026 340
- The Bethel Project. Project Report Three, the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 333
- Center for Research and Development in Teaching. ED 026 297
- Central Missouri's Inner City Project Tells a Near-Parable. ED 026 339
- Compensatory Education 1966-67; Based on Projects Conducted Under the Elementary and Secondary Education Act of 1965, Title I. Annual Education Report. ED 026 416
- Disaster Nursing Preparation. Report of a Pilot Project Conducted in Four Schools of Nursing and One Hospital Nursing Service. ED 026 477
- Economic Policies and Practices. Programs for Relocating Workers Used by Governments of Selected Countries. Paper-8. ED 026 456
- Effectively Employing the Hard-Core. (An Aid to Companies Joining the Growing Effort of Industry to Help Resolve Basic Social Problems). ED 026 517
- ESEA Title I Evaluation Report--Wichita Program for Educationally Deprived Children, Summer 1968. ED 026 230
- ESEA Title I Evaluation Report--Wichita Program for Educationally Deprived Children, September 1967-May 1968. ED 026 231
- Excellence in Teacher Education: 1969 Distinguished Achievement Awards of the American Association of Colleges for Teacher Education. ED 026 347
- Indian Educational Material; Annotated Quarterly Bibliography, Vol 2 No 1: September 1967. ED 025 973
- Individualization of Instruction for Teacher Corpsmen. ED 026 341
- International Educational Exchange: A Selected Bibliography. ED 025 976
- Local Color. ED 026 343
- New Dimensions for the Small Schools of Nevada. A Report of the Western States Small Schools Project for Nevada (January 1, 1962 - August 31, 1965). ED 026 169
- Professional Teacher Education II; A Programmed Design Developed by the AACTE Teacher Education and Media Project. ED 026 294
- Project Concern - 1966-1968; A Report on the Effectiveness of Suburban School Placement for Inner-City Youth. ED 026 421
- Research and Development Center for Teacher Education. ED 026 298
- Science Education Information Report, General Bibliography Series 12, Teacher Education. ED 026 278
- SCIS Elementary Science Sourcebook. ED 026 243
- The Structure of Technical Training Administration in the United States. ED 026 467
- Target: Employment. ED 026 470
- Teacher's Guide to the Strassenburgh Planetarium. ED 026 257
- Vocational Education in Connecticut, 1966-67. Descriptive Report of Program Activities for Fiscal Year Ending June 30, 1967. Bulletin No. 103. ED 026 473

Program Design

Design and Default in Teacher Education. Occasional Paper Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 336

Program Development

- Adult Education: The Challenge to the Junior College. ED 025 691
- Appendix D. Role II: Sample Task Analysis and Behavioral Objectives. ED 026 309
- Appendix T. Personalizing Teacher Education. ED 026 325
- Business Education: An Evaluative Inventory. National Business Education Yearbook, No. 6. ED 026 513
- Design and Default in Teacher Education. Occasional Paper Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 336
- Determining Employment Needs, Educational Feasibilities, and Potential Enrollments in Occupational Home Economics at the Post-Secondary Level in Oklahoma. ED 026 503
- Factors Affecting the Establishment of Associate Degree Programs in Nursing in Community Junior Colleges. League Exchange No. 77. ED 026 460
- Guide Book for an Approved School of Inhalation Therapy. ED 026 511
- PACE: Catalyst for Change. Report No. 6 of the Second National Study of PACE. ED 025 862
- Results of the Survey of the Use of Programmed Foreign Language Instruction in American Universities and Colleges. Clearinghouse Report. ED 025 989
- Vocational Education in Connecticut, 1966-67. Descriptive Report of Program Activities for Fiscal Year Ending June 30, 1967. Bulletin No. 103. ED 026 473

Programed Instruction

- The Effects of Prompting, Practice and Feedback in Programmed Videotape. ED 026 342
- Group Use and Other Aspects of Programmed Instruction. Final Report. ED 025 944
- How Effective is Programmed Instruction in Teaching of Reading? ED 026 219
- Inductors and Inductance-Resistance Networks. ED 026 239
- Line Integral of a Vector. ED 026 238
- Programmed English, Des Moines High School. ED 026 186
- Programmed Mathematics, Dora High School. ED 026 184
- Results of the Survey of the Use of Programmed Foreign Language Instruction in American Universities and Colleges. Clearinghouse Report. ED 025 989
- Transient Response of a Second Order System Using State Variables. ED 026 241

Programed Texts

- Line Integral of a Vector. ED 026 238
- Practical Electronics. Technical Instruction Manual. ED 026 455
- Sinusoids and Phasors. ED 026 240

Program Effectiveness

- Ability Grouping. ED 025 811
- Analysis and Evaluation of 137 ESEA Title III Planning and Operational Grants. Report No. 4 of the Second National Study of PACE. ED 025 860
- The Effectiveness of the Peabody Language Development Kits and the Initial Teaching Alphabet with Disadvantaged Children in the Primary Grades: After Two Years. ED 026 125

Excellence in Teacher Education: 1969 Distinguished Achievement Awards of the American Association of Colleges for Teacher Education. ED 026 347

The Influence of MDTA Training on Earnings. Manpower Evaluation Report No. 8. ED 026 542

PACE: Catalyst for Change. Report No. 6 of the Second National Study of PACE. ED 025 862

A Prekindergarten Program for Four-Year-Olds, with a Review of the Literature on Preschool Education. An Occasional Paper. ED 026 124

Program Evaluation

- Analysis and Evaluation of 137 ESEA Title III Planning and Operational Grants. Report No. 4 of the Second National Study of PACE. ED 025 860
- Annotated Bibliography on the Evaluation of Educational Programs. ED 025 857
- Business Education: An Evaluative Inventory. National Business Education Yearbook, No. 6. ED 026 513
- Compensatory Education 1966-67; Based on Projects Conducted Under the Elementary and Secondary Education Act of 1965, Title I. Annual Education Report. ED 026 416
- Composition in the Two-Year College; or "Nothing So Needs Reform As Other People's Habits." ED 026 406
- A Comprehensive Model for Managing an ESEA Title III Project from Conception to Culmination. Report No. 3 of the Second National Study of PACE. ED 025 859
- Comprehensive Pupil Services for all Children. ED 025 806
- The Effectiveness of the Peabody Language Development Kits and the Initial Teaching Alphabet with Disadvantaged Children in the Primary Grades: After Two Years. ED 026 125
- The Effect of Federal Fellowship and Institute Programs in Reading. ED 026 212
- Elementary Schools Survey, Western States Small Schools Project for Nevada. ED 026 168
- ESEA Title I Evaluation Report--Wichita Program for Educationally Deprived Children, Summer 1968. ED 026 230
- ESEA Title I Evaluation Report--Wichita Program for Educationally Deprived Children, September 1967-May 1968. ED 026 231
- Evaluation and "Pace": A Study of Procedures and Effectiveness of Evaluation Sections in Approved Pace Projects, with Recommendations for Improvement. [Report No. 1 of the Second National Study of Pace.] ED 025 858
- Evaluation of Foreign Language in the Elementary School. ED 025 975
- Evaluation of Migrant Summer School Programs Supported by the New York State Department of Education During 1968. Final Report. ED 026 162
- An Evaluation of the Educational Program of a High School Using a Modular Schedule: A Follow-Up Study. ED 025 840
- Evaluation of the In-School Youth Work-Training Project for Fourteen and Fifteen Year Old Youth. ED 026 501
- Evaluation of the Preschool Program, 1966-67. Funded under ESEA Title I, P.L. 89-10. ED 026 143
- An Examination of the Classificatory Ability of Children Who Have Been Exposed to One of the "New" Elementary Science Programs. ED 026 243
- An Experiment in Basic Airborne Electronics Training. Part 5: Evaluation of the Revised Courses. ED 025 684
- Los Angeles Unified School District ESEA Title I Components--Evaluation Reports. Division of Secondary Education.

- Los Angeles Unified School District ESEA Title I Components--Summer 1968. Evaluation Reports. ED 025 800
- Los Angeles Unified School District ESEA Title I Components--Evaluation Reports. Division of Elementary Education. ED 025 801
- Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Division of Elementary Education. ED 025 802
- Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Division of Secondary Education. ED 026 232
- Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Special Education and Supportive Services. ED 026 234
- Los Angeles Unified School District ESEA Title I Components - Summer 1968. Evaluation Reports. ED 026 235
- Measuring the Educational Relevance of a Short-Term Training Program for Teachers. ED 025 723
- PACE: Catalyst for Change. Report No. 6 of the Second National Study of PACE. ED 025 862
- A Pilot Evaluation of Instructional Material Centers. Final Report. ED 025 889
- A Pilot Study to Apply Evaluation-Revision Procedures in First-Grade Mexican-American Classrooms. Final Report. Technical Memorandum Series. ED 026 170
- A Prekindergarten Program for Four-Year-Olds, with a Review of the Literature on Preschool Education. An Occasional Paper. ED 026 124
- Programmed English, Des Moines High School. ED 026 186
- Program to Increase the Effectiveness of Foreign Language Utilization by Employing Language Laboratory Aides: Program Evaluation. ED 025 971
- A Report by the Governor's Task Force on Vocational and Technical Education. ED 026 528
- A State Program for the Development of Persons for Leadership Roles in the Administration of Local Programs of Vocational and Technical Education. Final Report. ED 026 523
- The Views of 920 PACE Project Directors. Report No.5 of the Second National Study of PACE. ED 025 861
- Wichita Program for Educationally Deprived Children. ESEA Title I Evaluation Report (September, 1967-May, 1968). ED 026 439
- Program Guides**
- Federal Interagency Day Care Requirements, Pursuant to Sec. 522 (D) of the Economic Opportunity Act. ED 026 145
- Planning and Conducting Cooperative Education Programs in Agriculture in the State of Arizona. A Manual of Guidelines and Procedures. ED 026 515
- Programmed Instruction Guide. Second Edition. ED 025 942
- Program Improvement**
- Business Education: An Evaluative Inventory. National Business Education Yearbook, No. 6. ED 026 513
- Selected Readings in Business and Office Occupations--Designed Especially for the Classroom Teacher. National Business Education Yearbook, No. 5. ED 026 514
- Program Length**
- An Experiment in Basic Airborne Electronics Training. Part 5: Evaluation of the Revised Courses. ED 025 684
- Measuring the Educational Relevance of a Short-Term Training Program for Teachers. ED 025 723

- Program Planning**
- A Comprehensive Model for Managing an ESEA Title III Project from Conception to Culmination. Report No. 3 of the Second National Study of PACE. ED 025 859
- Developing Effective Managers. ED 025 685
- A Guide to Systematic Planning for Vocational and Technical Schools. Research 22. ED 026 537
- Planning and Conducting Cooperative Education Programs in Agriculture in the State of Arizona. A Manual of Guidelines and Procedures. ED 026 515
- Program Proposals**
- In-Service Training for Probation, Parole and Correctional Personnel. ED 025 687
- Programs**
- Strategies to Expand the Pool from which Talented Persons Are Recruited for Preparation in Educational Administration. ED 025 837
- Project Applications**
- An Exploration of the Place of Projects in 4-H. ED 026 161
- Project English**
- A Curriculum in Written Composition, K-3: A Guide for Teaching. ED 026 366
- A Curriculum in Written Composition, 4-6: A Guide for Teaching. ED 026 367
- Developing Competency in Written Composition in Children from Kindergarten through Elementary School by Means of Curriculum Materials. Final Report. ED 026 363
- Foundations for a Curriculum in Written Composition, K-6. ED 026 364
- Research in Cognate Aspects of Written Composition. ED 026 368
- Use of Literary Models in Teaching Written Composition, Grades K-6. ED 026 365
- Project Headstart**
- A Curriculum of Training for Parent Participation in Project Head Start. ED 026 144
- Dependency and Social Performance: The Development of a Scale To Measure Level of Independence in Small Children. Part of the Final Report. ED 026 129
- Project Head Start Research and Evaluation Center, Syracuse University Research Institute: Final Report, November 1, 1967. ED 026 137
- Project In School Youth Work Training Program**
- Evaluation of the In-School Youth Work-Training Project for Fourteen and Fifteen Year Old Youth. ED 026 501
- Projection Equipment**
- Selection and Specification of Rear-Projection Screens. ED 025 934
- Project Jobs**
- Inner-City Negro Youth in a Job Training Project: A Study of Factors Related to Attrition and Job Success. Final Report. ED 026 530
- Projects to Advance Creativity in Education**
- Analysis and Evaluation of 137 ESEA Title III Planning and Operational Grants. Report No. 4 of the Second National Study of PACE. ED 025 860
- A Comprehensive Model for Managing an ESEA Title III Project from Conception to Culmination. Report No. 3 of the Second National Study of PACE. ED 025 859
- Evaluation and "Pace": A Study of Procedures and Effectiveness of Evaluation Sections in Approved Pace Projects, with Recommendations

- for Improvement. [Report No. 1 of the Second National Study of Pace.] ED 025 858
- PACE: Catalyst for Change. Report No. 6 of the Second National Study of PACE. ED 025 862
- The Views of 920 PACE Project Directors. Report No.5 of the Second National Study of PACE. ED 025 861
- Pronouns**
- Pronominal Reference in Thai, Burmese, and Vietnamese. University of California Publications in Linguistics, Volume 52. ED 025 754
- Pronunciation**
- English Pronunciation: A Manual for Teachers. Collier-MacMillan Teacher's Library. ED 025 750
- Property Accounting**
- Inventory Control of Fixed Assets by School District Personnel. ED 025 846
- Protestants**
- The Philosophy of Adult Education of the Anglican Church of Canada. ED 025 710
- Psychoeducational Processes**
- Comprehensive Pupil Services for all Children. ED 025 806
- Psycholinguistics**
- Language Research in Progress: Report No. 7, January 1969; A Cross-Referenced List of Documented Language Research Projects Current April 1968 - November 1968. ED 025 775
- Pattern Drill and Communicative Activity: A Psycholinguistic Experiment. ED 025 977
- Toward Psycholinguistic Models of Language Instruction. ED 025 743
- Trends and Emphases in Elementary English. ED 026 373
- Psychological Tests**
- School Environment Preference Schedule--Seps. ED 025 808
- Psychophysiology**
- A Theory of Nonverbal Creativity. ED 025 814
- Public Education**
- Managing Public Education in a Metropolitan Area. ED 025 854
- Public Health**
- 1968 Listing of Swimming Pool Equipment. ED 025 904
- Centrifugal Pumps for Swimming Pools. National Sanitation Foundation Standard Number 17. ED 025 896
- Food Service Refrigerators and Food Service Storage Freezers. Standard No. 7, Revised April 1966. ED 025 898
- Sand Type Filters for Swimming Pools. Standard No. 10, Revised October, 1966. ED 025 899
- Swimming Pool Water Treatment Chemicals and/or Processes. Standard No. 22. ED 025 905
- Publicize**
- An Investigation of the Current Role of Publicity in the Washington, D. C. Manpower Development and Training Act Program with a Proposed Public Relations Program for the Future. ED 025 700
- Public Libraries**
- The Educational Commitment of the American Public Library, 1833-1956. ED 025 693
- Natural Library Service Zones, A Report to the North Suburban Library System. ED 026 108
- Report of Library Services and Construction Act Project #2842, January 1-June 30, 1966. ED 026 091

168 Subject Index

- Report of Library Services and Construction Act Project # 2842, January 1 - June 30, 1967. ED 026 093
- Report of Library Services and Construction Act Project # 2842, July 1 - December 31, 1967. ED 026 094
- Public Policy**
Copyright and Intellectual Property. ED 026 082
- Public Relations**
An Investigation of the Current Role of Publicity in the Washington, D. C. Manpower Development and Training Act Program with a Proposed Public Relations Program for the Future. ED 025 700
- Public Relations Gold Mine, Volume 10. ED 025 829
- Public Relations Gold Mine, Volume 8. ED 025 844
- Public Relations Gold Mine, Volume 9. ED 025 845
- Public Schools**
Bond Sales for Public School Purposes 1967-68. ED 025 937
- Toward Improved Communication and Cooperation Between Public and Nonpublic Schools. ED 025 836
- Public School Systems**
Head Start Programs Operated by Public School Systems, 1966-67. ED 026 115
- Issues and Outcomes of Teachers' Strikes, 1955-65. ED 025 835
- Public Relations Gold Mine, Volume 10. ED 025 829
- Public Relations Gold Mine, Volume 8. ED 025 844
- Public Relations Gold Mine, Volume 9. ED 025 845
- A Statement of POSTURE Toward Public Education in New York City. ED 026 417
- Publishing Industry**
Copyright and Intellectual Property. ED 026 082
- Q Sort**
A Q-Sort Instrument for Measuring Attitudes Toward the Educational Conditions of the Indiana Plan. ED 025 708
- Questioning Techniques**
Critical Reading Techniques in Elementary School. ED 026 210
- The Question: What to Ask? ED 026 374
- Questionnaires**
The Development of an Information System for Teacher Turnover in Public Schools (Including Uniform Reporting and a Computer Program). ED 026 345
- Evaluation of Foreign Language in the Elementary School. ED 025 975
- Instructional Television in Western Pennsylvania; Phase I. ED 025 947
- Item Response Analyses of the Educational Opportunities Survey Teacher Questionnaire. ED 025 841
- Library Service for Kansas State College: Planning for the Next Decade by Means of a College-Wide Series of Questionnaires. ED 026 104
- Race Relations**
Minding Our Own Business. ED 026 408
- Youth Education and Interracial Justice; A Report on Some Projects. ED 026 446
- Racial Attitudes**
Problems of the Minority Student on the Campus. ED 026 018
- Racial Discrimination**
Cycle to Nowhere. ED 026 418
- Education, Employment, and Negro Equality. ED 026 533
- The English Department and the Challenge of Racism. ED 026 407
- Problems of the Minority Student on the Campus. ED 026 018
- Public Recreation and the Negro. A Study of Participation and Administrative Practices. ED 025 816
- A Statement of POSTURE Toward Public Education in New York City. ED 026 417
- Racial Integration**
A Distance Measure of Racial Attitudes in Primary Grade Children: An Exploratory Study. ED 026 133
- Public Recreation and the Negro. A Study of Participation and Administrative Practices. ED 025 816
- Racial Segregation**
Conference Proceedings: Research Dissemination and Training Conference (June 26-27, 1967). ED 026 440
- A Distance Measure of Racial Attitudes in Primary Grade Children: An Exploratory Study. ED 026 133
- Unique Problems of the Inner City Colleges. ED 026 057
- Racism**
A Statement of POSTURE Toward Public Education in New York City. ED 026 417
- Radiologic Technology**
The Role of Junior Colleges in Educational Programs in Radiologic Technology. ED 026 498
- Rating Scales**
North Carolina Comprehensive Community College System Standards and Evaluative Criteria: Community Colleges and Technical Institutes. ED 026 038
- Reactive Behavior**
Fear and Attachment in Young Children. Research Project Number 4 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967. ED 026 141
- Readiness**
Learning Readiness in Two Jewish Groups: A Study in "Cultural Deprivation." An Occasional Paper. ED 026 126
- Reading**
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ED 025 925

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ED 026 381

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ED 026 447

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ED 026 254

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ED 026 146

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ED 026 281

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ED 026 282

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ED 026 284

Science Facilities for Mississippi Schools, Grades 1-12.

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Science Materials

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Scientific Concepts

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ED 026 287

An Analysis of Subject Matter Content of High School Physics Courses in Selected Schools of Nebraska.

ED 026 261

A Comparative Study of the Effectiveness of a Multi-Media Systems Approach to Harvard Project Physics with Traditional Approaches to Harvard Project Physics.

ED 026 258

A Comparison of the Performance of High School Physics Students Using Closely Directed Experiments with that of Students Using Open Ended Experiments.

ED 026 262

Cubberley-Lockheed Science Project Final Report, Volume III, Phase II System Specifications.

ED 026 263

An Experimental Study of the Development of Science Continuum Concepts in Upper Elementary and Junior High School Children.

ED 026 246

An Integrated Two Year Chemistry-Physics Course Compared with Consecutively Taught Separate Courses.

ED 026 260

An Investigation of the Transfer of an Elementary Science Process.

ED 026 253

Model Spacecraft Construction, Units for Secondary School Industrial Arts.

ED 026 276

Pupil Attitudes and Pupil Achievement Resulting from Certain Biological Sciences Curriculum Materials.

ED 026 259

Safety in the Science Laboratory, A Guide.

ED 026 255

Science Education Information Report, General Bibliography Series 11, Instructional Procedures.

ED 026 277

Space Resources for the High School Industrial Arts Resource Units.

ED 026 273

- The Status of Science Education in Iowa High Schools
ED 026 247
- A Study of the Development in Logical Judgments in Science of Successful and Unsuccessful Problem Solvers in Grades Four Through Nine.
ED 026 249
- [Teacher's Guides for Grade 7-Biosphere and Grade 8-Geoscope.]
ED 026 264

Secondary School Students

- Adventures in United States History. Unit 1: Colonists Settle in the New World and Gain Independence.
ED 026 426
- Evaluation of Foreign Language in the Elementary School.
ED 025 975
- Evaluative Criteria for Secondary School Libraries.
ED 026 204
- A Factor Analysis of Project Talent Tests and Four Other Test Batteries. Project TALENT.
ED 025 819
- The Impact of Student Teachers Upon the Attitude and Achievement of High School Students.
ED 026 346
- Modern Foreign Languages Test Results, Spring 1967 - Analysis.
ED 025 981

Secondary School Teachers

- Expanding Practices in Secondary Reading In-Service Programs.
ED 026 201
- The Impact of Student Teachers Upon the Attitude and Achievement of High School Students.
ED 026 346
- Item Response Analyses of the Educational Opportunities Survey Teacher Questionnaire.
ED 025 841
- The Preparation of Urban Teachers: A Proposed Syllabus. Working Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.
ED 026 337

Second Language Learning

- Applied Linguistics: A Survey for Language Teachers. Collier MacMillan Teacher's Library.
ED 025 749
- Barriers to Successful Reading for Second-Language Students at the Secondary Level.
ED 025 744
- Concerning the Diagnosis and Remedying of Lack of Competence in a Second Language.
ED 025 770
- On Intermediate Language Instruction.
ED 025 746
- International Conference, The Teaching of Modern Languages To-day (2nd, Milan, Italy, September 11-12, 1967).
ED 025 974
- Language Acquisition in a Second Language Environment.
ED 025 978
- A Meaningful Evaluation of Foreign Language Learning: Reading and Writing.
ED 025 968
- Pattern Drill and Communicative Activity: A Psycholinguistic Experiment.
ED 025 977
- Priorities in Instituting the Teaching of English as a Second Language in a Southwest Texas School.
ED 025 747
- A Selective Bibliography of Works Related to the Teaching of Slavic Languages and Literatures in the United States and Canada, 1942-1967.
ED 025 988

Secretaries

- Factors Associated with Successful Adaptation to the Secretarial/Stenographic Role.
ED 026 531

Section 7 Elementary and Secondary

- Education Act**
Doble Research Supplement (Digest of Bilingual Education).
ED 025 756

Selection

- Six Steps for Trustees in Selecting the Right Campus Architect.

- ED 025 922
- Selective Dissemination of Information**
Development and Evaluation of a Large-Scale System for Selective Dissemination of Information (SDI). Research and Development Technical Report.
ED 026 098

Self Actualization

- Similarities and Differences of Marathon and Ongoing Strength Groups.
ED 025 780
- Student Needs and the System.
ED 026 062

Self Concept

- Appendix T. Personalizing Teacher Education.
ED 026 325
- Appendix U. Self Concept and Teaching: An Exploration.
ED 026 326
- Ego Development Guide for Primary Grade Teachers, K-3. Project Beacon.
ED 025 813
- Social Development Program. 1967 Report.
ED 025 792
- A Study of Perceptual and Attitudinal Change Within a Course on Adult Education Methods.
ED 025 734

Self Directed Classrooms

- Learning and Student Interaction in Small Self-Directed College Groups. Final Report.
ED 026 027

Self Evaluation

- Appendix E. General Adaptive Strategies.
ED 026 310
- Dropout Proneness in Appalachia. Research Series 3.
ED 026 188
- Similarities and Differences of Marathon and Ongoing Strength Groups.
ED 025 780

Semantics

- The Influence of Disability Labels and Dialect Differences on the Semantic Differential Responses of College Students.
ED 026 023

Seminar on Statistics in State Vocational

- Rehabilit**
Statistics in Vocational Rehabilitation.
ED 026 469

Seniors

- The Northwest Missouri State College Studies; Volume XXVII, Number 3, Educational and Occupational Aspirations of High School Seniors, Part I.
ED 026 461
- The Northwest Missouri State College Studies; Volume XXVII, Number 4; Educational and Occupational Aspirations of High School Seniors, Part II.
ED 026 462

Sensitivity Training

- The Effect of Participation Training on the Self-System.
ED 025 706
- Similarities and Differences of Marathon and Ongoing Strength Groups.
ED 025 780

Sentence Structure

- Experiments in Grammatical Processing in Children. Research Project Number 1 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967.
ED 026 138
- The New Rhetoric: Implications for Secondary Teaching.
ED 026 376
- Teaching Rhetorical Concepts to Elementary Children. A Research Report.
ED 026 383

Sequential Approach

- A Time-Cost Management System for use in Educational Planning.
ED 025 935

Sequential Programs

- Appendix L. A Sequence for the Practicum.
ED 026 317

Sequential Reading Programs

- Individually Prescribed Instruction-Reading Program.
ED 026 202

Serials

- Library Cost Models: Owning Versus Borrowing Serial Publications.
ED 026 106

Service Occupations

- Analysis of Tasks in Three Home Related Occupations.
ED 026 484

Service Station Training School

- A Demonstration Training Program for Potential School Dropouts. A Service Station Training School for Dropout-Prone Students.
ED 026 526

Set Theory

- Appendix C. Content Model-Mathematics-for Elementary Education.
ED 026 308

Sex (Characteristics)

- Sex Education and the New Morality. A Search for a Meaningful Social Ethic.
ED 025 793
- Sex Role Typing in the Preschool Years: An Overview.
ED 026 134

Sex Differences

- A Cross-Culture Study of Sex Differences Among First-Graders on A Verbal Test.
ED 026 191
- Error, Response Time and IQ: Sex Differences in Cognitive Style of Preschool Children.
ED 026 122
- Parental Behavior Toward Boys and Girls of Preschool Age.
ED 026 119
- Sex Differences in Mental and Behavioral Traits.
ED 026 117
- Sex Role Typing in the Preschool Years: An Overview.
ED 026 134

Sex Education

- Family Life Education. A Guide to a Curriculum.
ED 025 783
- Sex Education and the New Morality. A Search for a Meaningful Social Ethic.
ED 025 793

Shared Services

- One Down, Two to Go!
ED 025 789

Shop and Laboratory Attitude Inventory

- The Development of an Instrument to Measure Student Attitude Toward Individualized Shop and Laboratory Instruction. Vocational-Industrial Education Research Report. Research Series No. 2.
ED 026 539

Simulation

- An Education System Planning Game.
ED 025 843
- Successive Vs. Simultaneous Attainment of Instructional Objectives in Classroom Simulation.
ED 026 304

Sinhalese

- Colloquial Sinhalese.
ED 025 759

Skill Development

- Kindergarten Research Study: Level of Skills Development Related to Growth in Skills and to Readiness for the First Primary Year.
ED 026 111
- Listening. What Research Says to the Teacher, No. 29.
ED 026 120

Slavic Languages

- A Selective Bibliography of Works Related to the Teaching of Slavic Languages and Literatures in the United States and Canada, 1942-1967.
ED 025 988

Small Schools

Educating Apache Indian Children in a Public School System. Final Report of the Fort Thomas Diverse Capacity Project.

ED 026 182

Elementary Schools Survey, Western States Small Schools Project for Nevada.

ED 026 168

High Schools in the South, A Fact Book.

ED 026 166

Language Arts Project.

ED 026 185

New Dimensions for the Small Schools of Nevada. A Report of the Western States Small Schools Project for Nevada (January 1, 1962 - August 31, 1965).

ED 026 169

An Overall Education Plan for Rural Alaska.

ED 026 194

Programmed English, Des Moines High School.

ED 026 186

Programmed Mathematics, Dora High School.

ED 026 184

[Research Studies Completed at Harcum Junior College.]

ED 026 034

School District Organization for Missouri, A Plan to Provide Equal Access to Educational Opportunity for all Children. Report of the Missouri School District Reorganization Commission.

ED 026 171

Some Approaches to Meeting Cultural Deprivation in Students Entering Small Rural Schools.

ED 026 181

Social Adjustment

Dependency and Social Performance: The Development of a Scale To Measure Level of Independence in Small Children. Part of the Final Report.

ED 026 129

The New NCATE Evaluation Criteria and the Requirements for a Teaching Major.

ED 026 384

Social Agencies

The New Struggle for the Paraprofessional: Between the Community and the Agencies.

ED 026 296

Social Attitudes

The Humanities in the Schools: A Contemporary Symposium.

ED 026 395

Social Change

Campus Freedom and Order.

ED 026 013

Change in the Rural Southern Appalachian Community. Research Series 7.

ED 026 187

The New Struggle for the Paraprofessional: Between the Community and the Agencies.

ED 026 296

Who Are Members of the University Community?

ED 026 011

Social Characteristics

An Analysis of the Mexican American Migrant Labor Force in the Stockbridge Area.

ED 026 167

Social Class

Social Class, College Contexts, and Educational Attainment: Social Class and College Dropout.

ED 025 795

Social Dialects

A Black English Translation of John 3:1-21; With Grammatical Annotations.

ED 025 741

Non-Standard Negro Dialects - Convergence or Divergence?

ED 025 753

Teaching Black Children to Read. Urban Language Series, Number 4.

ED 025 761

Social Differences

Social Class and the Socialization Process: A Review of Research.

ED 026 415

Social Environment

Play for Mortal Stakes; Vocation and the Liberal Learning.

ED 026 019

Socialization

The Middle School of Tomorrow. Chapter 15, The American Middle School: An Organizational Analysis.

ED 025 831

Social Class and the Socialization Process: A Review of Research.

ED 026 415

Socially Disadvantaged

Social Development Program. 1967 Report.

ED 025 792

Socially Maladjusted

A Pilot Study in Exploring the Use of Mental Health Consultants to Teachers of Socially and Emotionally Maladjusted Pupils in Regular Classes.

ED 026 292

Social Development Program. 1967 Report.

ED 025 792

Social Problems

Urban-Rural Problems. Contemporary Social Problems Series.

ED 026 177

Social Relations

Informal Helping Relationships Among Adults.

ED 025 736

Social Sciences

Education and Primary Development in Malaya 1900-1940; A Study of the Malay Community. Final Report.

ED 026 401

History and Social Science: Complementary Approaches to Adult Education Research.

ED 025 719

Social Studies Units

American Political Behavior, Book 1. Interim Report.

ED 026 400

Social Values

Education as Intervention.

ED 026 000

English for Maturity: English in the Secondary School. Second Edition.

ED 026 399

Minding Our Own Business.

ED 026 408

Sex Education and the New Morality. A Search for a Meaningful Social Ethic.

ED 025 793

A Social Attitude Approach to Sex Education for the Educable Mentally Retarded. In-Service Training Materials for Teachers of the Educable Mentally Retarded, Session III.

ED 025 872

Social Work

Identifying and Maximizing Research Learning Potential for Social Work Students. Tulane Studies in Social Welfare.

ED 025 781

Sociocultural Patterns

Education and Primary Development in Malaya 1900-1940; A Study of the Malay Community. Final Report.

ED 026 401

Socioeconomic Background

The Ability to Conserve Quantity of Liquid and Its Relationship to Socio-Economic Background, Intelligence, and Achievement Among Selected Fourth Grade Pupils.

ED 026 266

The Responses of Economically Advantaged and Economically Disadvantaged Sixth Grade Pupils to Science Demonstrations.

ED 026 252

A Study of the Effect of Socioeconomic Factors on the School Achievement of Spanish-Speaking School Beginners.

ED 026 217

Socioeconomic Influences

An Assessment of Science Achievement of Five- and Six-Year Old Students of Contrasting Socio-Economic Backgrounds.

ED 026 271

The Northwest Missouri State College Studies. Volume XXVII, Number 4; Educational and Occupational Aspirations of High School Seniors. Part II.

ED 026 462

Science Education Information Report, General Bibliography Series 17, Science and Society, History of Science Education, Science History, General Studies and Surveys.

ED 026 283

The Trade Union in the Economy as a Factor in the Differential Development of Workers' Education in Great Britain and the United States.

ED 025 711

Socioeconomic Status

Social Class, College Contexts, and Educational Attainment: Social Class and College Dropout.

ED 025 795

Sociolinguistics

An Investigation of the Standard-Nonstandard Dimension of Central Texan English. Part of the Final Report.

ED 026 130

Language Problems and Types of Political and Socio-Cultural Integration: A Conceptual Postscript.

ED 025 739

Language Research in Progress: Report No. 7, January 1969; A Cross-Referenced List of Documented Language Research Projects Current April 1968 - November 1968.

ED 025 775

Southern Community

Change in the Rural Southern Appalachian Community. Research Series 7.

ED 026 187

Southern Schools

Factors in School Integration Decisions of Negro Mothers. Final Report.

ED 026 441

High Schools in the South, A Fact Book.

ED 026 166

Integration in Dade County Public Schools, October 1966. Research Report (Volume 14, Number 2, 1966-67).

ED 026 445

A Program of Action for the Schools in South Dade County, Florida: A Report to the Special Study Committee.

ED 026 443

Southern States

Desegregation in Education, 1964-1965.

ED 026 447

Southwest

The American Indian High School Dropout in the Southwest.

ED 026 195

Space Classification

Higher Education Facilities Classification and Inventory Procedures Manual.

ED 025 901

Space Utilization

Cooperative Vocational Education Space Needs.

ED 025 924

Costs of Space in the West.

ED 026 150

A Space Concept for New Approaches in Industrial Arts.

ED 025 927

Spanish

CARLOS: Computer-Assisted Instruction in Spanish at Dartmouth College.

ED 025 972

Pattern Drill and Communicative Activity: A Psycholinguistic Experiment.

ED 025 977

Teaching Spanish by Being Responsible for Specific Objectives. Stanislaus County Schools Project for the Development of County Wide Articulation in Foreign Language Instruction Through Common Measurement Procedures.

ED 025 982

Vistazos Intimos De Puebla; Una Compilacion De Informes Individuales Preparados Por Los Participantes Del Instituto De Verano (NDEA) (Close-ups on Puebla; A Compilation of Individual Reports Prepared by the Participants of the NDEA Summer Institute).

ED 025 983

Spanish Speaking

Bilingual Elementary Schooling

ED 025 772

- Language Instruction and Intergroup Relations, An Analysis of Language Instruction (Spanish and English) to Spanish-Speaking Learners in California Public Schools, in Relation to the Search for Better Intergroup Relations. ED 026 151
- Priorities in Instituting the Teaching of English as a Second Language in a Southwest Texas School. ED 025 747
- Teaching Spanish to the Spanish-Speaking Child, 1965-1968. Report. ED 026 183
- Testing in Spanish and the Subsequent Measurement of English Fluency. ED 026 193
- Speaking**
Research in Oral Language. ED 026 370
- Special Education**
Remediation and Rehabilitation in the Education of Disadvantaged Children (New York, February 6-7, 1967). ED 026 437
- Special Health Problems**
Public Provision for Epileptics in the United States. ED 025 866
- Special Programs**
Programs for Disadvantaged Students in the California Community Colleges. ED 026 032
- Specifications**
CSI Manual of Practice. ED 025 920
- Selection and Specification of Rear-Projection Screens. ED 025 934
- Speech Curriculum**
Basic Speech in the Senior High School. Michigan Speech Association Curriculum Guide Series, No. 2. ED 026 390
- Discussion and Argumentation-Debate in the Secondary School. Michigan Speech Association Curriculum Guide Series, No. 3. ED 026 393
- Dramatic Arts in the Secondary School. Michigan Speech Association Curriculum Guide Series, No. 1. ED 026 389
- Speech Activities in the Elementary School. Michigan Speech Association Curriculum Guide Series, No. 5. ED 026 392
- Speech in the Junior High School. Michigan Speech Association Curriculum Guide Series, No. 4. ED 026 391
- Speeches**
Student Activism and the Junior College Administrator: Judicial Guidelines. ED 026 039
- Speech Handicapped**
Cleft Palate Habilitation; Proceedings of the Annual Symposium on Cleft Palate Habilitation (5th, Syracuse University, New York, May 11-12, 1967). ED 025 876
- Speech Instruction**
Basic Speech in the Senior High School. Michigan Speech Association Curriculum Guide Series, No. 2. ED 026 390
- Discussion and Argumentation-Debate in the Secondary School. Michigan Speech Association Curriculum Guide Series, No. 3. ED 026 393
- Dramatic Arts in the Secondary School. Michigan Speech Association Curriculum Guide Series, No. 1. ED 026 389
- Some Effects of Televised Instruction on a Basic Speech Course. ED 026 380
- Speech Activities in the Elementary School. Michigan Speech Association Curriculum Guide Series, No. 5. ED 026 392
- Speech in the Junior High School. Michigan Speech Association Curriculum Guide Series, No. 4. ED 026 391
- Speech Therapy**
Special Education Curriculum Development Center; An In-Service Training Approach. ED 025 865
- Spelling**
Research on Handwriting and Spelling. ED 026 361
- Staff Role**
Teacher Aides: A Status Report. ED 026 295
- Utilization of Auxiliary Staff in the Provision of Family Services in Public Welfare. ED 026 487
- Staff Utilization**
Utilization of Auxiliary Staff in the Provision of Family Services in Public Welfare. ED 026 487
- Standardized Tests**
The Graduate Record Examination: A Minority Statement and a Prediction. ED 026 409
- A Head Start Control Group. Part of the Final Report. ED 026 128
- Standards**
Accreditation in Dental Hygiene. ED 026 453
- Criteria for the Evaluation of Educational Programs in Nursing Leading to an Associate Degree. Revised Edition. ED 026 471
- Essentials of an Acceptable School for Medical Record Technicians. ED 026 478
- Essentials of an Acceptable School for Certified Laboratory Assistants. ED 026 479
- Essentials of an Acceptable School of Cytotechnology. ED 026 480
- Federal Interagency Day Care Requirements, Pursuant to Sec. 522 (D) of the Economic Opportunity Act. ED 026 145
- Guide Book for an Approved School of Inhalation Therapy. ED 026 511
- North Carolina Comprehensive Community College System Standards and Evaluative Criteria: Community Colleges and Technical Institutes. ED 026 038
- Science Facilities for Mississippi Schools, Grades 1-12. ED 025 902
- Swimming Pool Water Treatment Chemicals and/or Processes. Standard No. 22. ED 025 905
- [The Physical Therapy Aide: Collection of Guidelines and Policy Statement.] ED 026 494
- Training and Utilization of the Physical Therapy Assistant; Policy Statement Adopted by the 1967 House of Delegates. ED 026 493
- Standard Spoken Usage**
Colloquial Sinhalese. ED 025 759
- Stanford University Libraries**
A Cost Analysis and Utilization Study of the Stanford University Library System, Prepared for Stanford University, Stanford, California. Memorandum Report. ED 026 080
- State Agencies**
Qualitative Planning: Beyond the Numbers Game. ED 025 994
- Statistics in Vocational Rehabilitation. ED 026 469
- State Aid**
The State's Role in Improving Reading Instruction--A State Pattern in California. ED 026 216
- State Church Separation**
The Bible in the English Program. ED 026 382
- State Conference For Community College Administrators**
Occupational Education: A Challenge to the Two-Year College. ED 026 486
- State Curriculum Guides**
Industrial Arts and Technology in Maine, A Study of American Industry. A Guide for Secondary Schools in Maine. ED 026 449
- State Laws**
The State's Role in Improving Reading Instruction--A State Pattern in California. ED 026 216
- State Legislation**
Appropriate Functions of the Board of Governors of the California Community Colleges and of the Local Junior College Governing Boards. ED 026 045
- State Libraries**
Telefacsimile Communication With the Xerox Magnavox Telecopier in Reference and Interlibrary Loans: A Report of a Three-Month Experimental Demonstration Conducted by the South Carolina State Library Board. ED 026 074
- State Programs**
Evaluation of Migrant Summer School Programs Supported by the New York State Department of Education During 1968. Final Report. ED 026 162
- Library Services in West Virginia, Present and Proposed. ED 026 086
- Report on Operations and Results of Special Educational Programs for Educationally Handicapped Minors. ED 025 875
- A State Program for the Development of Persons for Leadership Roles in the Administration of Local Programs of Vocational and Technical Education. Final Report. ED 026 523
- State School District Relationship**
Great Plains School District Organization Project. Project Report for Nebraska. ED 026 196
- State Standards**
State Patterns in Wisconsin for Improving Reading Instruction Through the Certification of Reading Teachers, Specialists, and Supervisors. ED 026 215
- State Surveys**
Censorship and Arizona Schools: 1966-1968. ED 026 396
- Counteracting School Dropouts: A Research Report. ED 026 432
- The Status of Science Education in Iowa High Schools. ED 026 247
- Statistical Analysis**
An Annotated Bibliography of Statistical Stylistics. ED 025 765
- Bibliographic Citations as Unobtrusive Measures of Scientific Communication. ED 026 075
- Some Mathematics of Information Storage and Retrieval. ED 026 084
- Statistical Data**
The American Indian High School Dropout: The Magnitude of the Problem. ED 026 164
- High Schools in the South, A Fact Book. ED 026 166
- Modern Foreign Languages Test Results, Spring 1967 - Analysis. ED 025 981
- Statistical Stylistics**
An Annotated Bibliography of Statistical Stylistics.

176 Subject Index

- Statistical Surveys**
The American Indian High School Dropout in the Southwest. ED 025 765
- Statistics**
Statistics in Vocational Rehabilitation. ED 026 195
- Stenographers**
Factors Associated with Successful Adaptation to the Secretarial/Stenographic Role. ED 026 469
- Stress Variables**
A Preventive Approach to Developmental Problems in School Children. ED 026 531
- Structural Analysis**
A Comparison of Syntactic Structures in the Speech of Three- and Four-Year-Old Children. ED 025 763
Determining with the Definite Article. ED 025 768
The English Auxiliaries: A Relational Network Description. ED 025 752
Pronominal Reference in Thai, Burmese, and Vietnamese. University of California Publications in Linguistics, Volume 52. ED 025 754
Symbols, Relations, and Structural Complexity. ED 025 751
- Structural Building Systems**
Lift-Shape Construction, An EFL Project Report. ED 025 917
- Structural Grammar**
The Application of Linguistics to the Problem of Teaching Pupils to Translate Complex Latin Sentences Into English. ED 025 979
The Continued Development of the Structural Approach. ED 025 970
- Student Ability**
Studies in Deprivation. Occasional Paper, Special. NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 334
- Student Adjustment**
A Preventive Approach to Developmental Problems in School Children. ED 025 799
- Student Attitudes**
Appendix A. A First Approximation to a Taxonomy of Learner Outcome. ED 026 306
The Development of an Instrument to Measure Student Attitude Toward Individualized Shop and Laboratory Instruction. Vocational-Industrial Education Research Report. Research Series No. 2. ED 026 539
The Effect of Test Difficulty on Informational Achievement in a Technical Industrial Education Course at the College Level. ED 026 490
The Influence of Disability Labels and Dialect Differences on the Semantic Differential Responses of College Students. ED 026 023
Pupil Attitudes and Pupil Achievement Resulting from Certain Biological Sciences Curriculum Materials. ED 026 259
Student Politics and Higher Education in the United States: A Select Bibliography. ED 025 797
- Student Behavior**
Appendix A. A First Approximation to a Taxonomy of Learner Outcome. ED 026 306
Campus Freedom and Order. ED 026 013
An Exploratory Investigation of Certain Affective Behaviors Associated with the Learning of Science. ED 026 248
One Down, Two to Go! ED 025 789
Students, Higher Education, and the Law. ED 025 789
- Student Characteristics**
The American Indian Graduate: After High School, What? ED 026 165
Intellect and Commitment: The Faces of Discontent. ED 025 996
Liberal Studies and College Environments in Engineering Education--What Aims, What Effect? ED 025 997
Nurse Career-Pattern Study. Part I: Practical Nursing Programs. ED 026 510
A Profile of Students in the College Readiness Program at College of San Mateo. ED 026 065
The Responses of Economically Advantaged and Economically Disadvantaged Sixth Grade Pupils to Science Demonstrations. ED 026 252
School Environment Preference Schedule--Seps. ED 025 808
Science Education Information Report, General Bibliography Series 20, Teacher Characteristics, Student Characteristics. ED 026 286
Student Subcultures Reviewed and Revisited. ED 026 003
A Study of the Characteristics and Subsequent Performance of Vancouver City College Students who Transferred to the University of British Columbia in September, 1967. ED 026 061
Today's and Tomorrow's Students. ED 025 998
Verbal-Numerical Achievement in a Required College Physical Science Course and Some Personality Correlates. ED 026 267
- Student College Relationship**
Campus Climate and Development Studies, Their Implications for Four Year Church Related Colleges. ED 025 782
Campus Freedom and Order. ED 026 013
General Order on Judicial Standards of Procedure and Substance in Review of Student Discipline in Tax Supported Institutions of Higher Education. ED 025 805
The Private-Public Legal Aspects of Institutions of Higher Education. ED 026 008
The Student as a Student. ED 026 007
The Student as Private Citizen. ED 026 010
The Student as University Resident. ED 026 009
Students, Higher Education, and the Law. ED 026 012
Who Are Members of the University Community? ED 026 011
- Student Development**
Campus Climate and Development Studies, Their Implications for Four Year Church Related Colleges. ED 025 782
Student Educational Growth During the First Two Years of College. ED 025 785
Teaching Strategies for the Clarification of Values. Guidelines Paper VI. ED 025 784
- Student Enrollment**
Students Enrolled for Advanced Degrees Fall 1966. ED 026 029
- Student Evaluation**
Development and Implementation of a Comprehensive Evaluation and Reporting System for Kindergarten and Primary Grade Schools. Final Report. ED 026 116
Making the Most of Informal Inventories. ED 026 211
A Meaningful Evaluation of Foreign Language Learning: Reading and Writing. ED 025 968
- Student Interests**
Discovery and Measurement of Interests in Reading. ED 026 205
- Student Motivation**
Games and Simulation. ED 025 842
Impressions from Interviews of Transfer Students Participating in a Study of Selected Student Types on Three University of California Campuses. ED 026 005
'News!' A Successful ETV Competition in Malta. ED 025 958
Paperback Grammar for Handbook Writers. ED 026 355
- Student Needs**
A Letter To A Student Teacher. ED 026 412
Student Needs and the System. ED 026 062
- Student Opinion**
Residence Hall Environment, A Comparative Study in Architectural Psychology. ED 025 906
- Student Organizations**
Intellect and Commitment: The Faces of Discontent. ED 025 996
Reform in Higher Education--Goals of the Right and of the Left. ED 026 016
- Student Participation**
A Strategy for Campus Peace. ED 025 991
- Student Personnel Services**
Comprehensive Pupil Services for all Children. ED 025 806
Counseling the Adult Student. Adult Student Personnel Association Inc. Convention Proceedings. Sixth Annual Convention. ED 025 791
One Down, Two to Go! ED 025 789
A Report on University Counseling Services. ED 025 824
- Student Personnel Work**
Helping Procedures for Use with the Disadvantaged. CAPS Current Resources Series. ED 025 815
- Student Placement**
Comparative Guidance and Placement Program: An Experimental Program for Junior Colleges. Progress Report. ED 026 053
Continuity in Foreign Language Instruction; A Conference Report. ED 025 980
- Student Projects**
An Exploration of the Place of Projects in 4-H. ED 026 161
- Student Reaction**
A Strategy for Campus Peace. ED 025 991
- Student Records**
Development and Implementation of a Comprehensive Evaluation and Reporting System for Kindergarten and Primary Grade Schools. Final Report. ED 026 116
- Students**
Beyond Ability. ED 025 993
The Student as University Resident. ED 026 009
Students' Education of One Another. ED 025 995
- Student School Relationship**
A Preventive Approach to Developmental Problems in School Children. ED 025 799
School Environment Preference Schedule--Seps. ED 025 808
- Student Subcultures**
Student Subcultures Reviewed and Revisited. ED 026 003

- Today's and Tomorrow's Students. ED 025 998
- Student Teacher Ratio**
Contingency Management in an Introductory Psychology Course for One Thousand Students. ED 025 821
- Student Teacher Relationship**
Administrator's Memo: Youth Tutoring Youth. ED 026 340
Appendix J. An Experimental Model to Enable Instructional Managers to Demonstrate Interaction Competency. ED 026 315
Communication Events: A New Look at Classroom Interactions. ED 026 293
Contingency Management in an Introductory Psychology Course for One Thousand Students. ED 025 821
The Impact of Student Teachers Upon the Attitude and Achievement of High School Students. ED 026 346
Local Color. ED 026 343
A Study of Classroom Interaction and Thinking. Interim Report. ED 026 344
- Student Teachers**
The Impact of Student Teachers Upon the Attitude and Achievement of High School Students. ED 026 346
Teacher Education: The Young Teacher's View. A Report of Four Regional Conferences for Student Teachers and Beginning Teachers of the Disadvantaged. Project Report Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 332
- Student Teaching**
Student Teaching: Whose Responsibility? ED 026 378
A Word About Junior College Teacher Preparation and Development. ED 026 413
- Student Writing Models**
Language Arts Project. ED 026 185
- Subprofessionals**
The New Struggle for the Paraprofessional: Between the Community and the Agencies. ED 026 296
Technical Education: A Growing Challenge in American Higher Education. Report of the AAAS Conference on Science in Technical Education (Washington, D.C., July 22-23, 1968). ED 026 068
- Success Factors**
Clinical Evaluation of Predictive Data for Prospective Home Economics Teachers. ED 026 454
Cooperation, Aggression and Learning in a Bilingual Classroom (The Socialization of Academic Behaviour Among Negro Junior High School Students). Final Report. ED 026 442
Factors Associated with Successful Adaptation to the Secretarial/Stenographic Role. ED 026 531
Inner-City Negro Youth in a Job Training Project: A Study of Factors Related to Attrition and Job Success. Final Report. ED 026 530
Social and Cultural Characteristics of Mexican-American Families in South El Paso, Texas. Interim Report of the Mathematics Education Program. ED 026 175
- Summer Institutes**
Vistazos Intimos De Puebla; Una Compilacion De Informes Individuales Preparados Por Los Participantes Del Instituto De Verano (NDEA) (Close-ups on Puebla; A Compilation of Individual Reports Prepared by the Participants of the NDEA Summer Institute). ED 025 983
- Summer Manpower Research Institute**
An Interdisciplinary Approach to Manpower Research. ED 026 485
- Summer Programs**
ESEA Title I Evaluation Report--Wichita Program for Educationally Deprived Children, Summer 1968. ED 026 230
Evaluation of Migrant Summer School Programs Supported by the New York State Department of Education During 1968. Final Report. ED 026 162
- Superior Students**
Final Report on an Independent Study Program for the Academically Able. ED 025 810
A Reading Program for Gifted Students in the Senior High School. ED 026 206
Significant Reading Experiences of Superior English Students. ED 026 394
- Supervision**
A Proposed Program of Supervision of Instruction in Public Junior Colleges. ED 026 051
Science Education Information Report, General Bibliography Series 18, Legislative Acts and Reports, Administration and Supervision, Science Facilities. ED 026 284
- Supervisory Methods**
A Proposed Program of Supervision of Instruction in Public Junior Colleges. ED 026 051
Student Teaching: Whose Responsibility? ED 026 378
- Supreme Court Litigation**
The Bible in the English Program. ED 026 382
- Surface Structure**
Some Basic Assumptions in Transformational Linguistics. ED 025 762
- Surveys**
The Identification and Analysis of Perceived Problems of Teachers in Inner-City Schools. Occasional Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 335
Results of the Survey of the Use of Programmed Foreign Language Instruction in American Universities and Colleges. Clearinghouse Report. ED 025 989
A Study of The "New Primary Approach" in The Schools of Kenya. ED 025 738
- Swahili**
A Study of The "New Primary Approach" in The Schools of Kenya. ED 025 738
- Swimming Pools**
1968 Listing of Swimming Pool Equipment. ED 025 904
Centrifugal Pumps for Swimming Pools. National Sanitation Foundation Standard Number 17. ED 025 896
Diatomite Type Filters for Swimming Pools. Standard No. 9, Revised October, 1966. ED 025 900
Sand Type Filters for Swimming Pools. Standard No. 10, Revised October, 1966. ED 025 899
Swimming Pool Water Treatment Chemicals and/or Processes. Standard No. 22. ED 025 905
- Syntax**
CARLOS: Computer-Assisted Instruction in Spanish at Dartmouth College. ED 025 972
A Comparison of Syntactic Structures in the Speech of Three- and Four-Year-Old Children. ED 025 763
The English Auxiliaries: A Relational Network Description. ED 025 752
Language Acquisition in a Second Language Environment. ED 025 978
Symbols, Relations, and Structural Complexity. ED 026 356
- The Syntax of Children's Writing. ED 025 751
- Systems Analysis**
Appendix N. Implementation of the RUPS System in a Total School District. ED 026 319
Approaches to the Analysis of School Costs, an Introduction. ED 025 832
A Bibliographic Guide to Operations Analysis of Education. ED 025 851
- Systems Approach**
Appendix D. Role II: Sample Task Analysis and Behavioral Objectives. ED 026 309
Appendix E. General Adaptive Strategies. ED 026 310
Appendix G. Basic Training Model for the ComField Practicum. ED 026 312
Appendix W. Cost Analysis in Teacher Education Programs. ED 026 328
A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education. Volume I: Overview and Specifications. Final Report. ED 026 305
Cubberley-Lockheed Science Project Final Report, Volume III, Phase II System Specifications. ED 026 263
Decision Making in Action. Chapter 2, New Look at Education: Systems Analysis in our Schools and Colleges. ED 025 838
A Systematic Approach to the Analysis of a Non-Systematic Process. ED 026 300
The Systems Approach to School Administration: Some Perceptions on the State of the Art in 1967. ED 025 853
A Systems Approach to Updating Professional Personnel. ED 025 718
- Systems Concepts**
Basic Principles, Concepts, and Issues. Part One, Educational Organization and Administration: Concepts, Practice, and Issues. Second Edition. Prentice-Hall Education Series. ED 025 828
- Systems Development**
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Development and Implementation of a Comprehensive Evaluation and Reporting System for Kindergarten and Primary Grade Schools. Final Report. ED 026 116
Systems Design and Pilot Operations of a Regional Center for Technical Processing for the Libraries of the New England State Universities. NELINET, New England Library Information Network. Progress Report, July 1, 1967 - March 30, 1968. Volume I. ED 026 078
Systems Design and Pilot Operation of a Regional Center for Technical Processing for the Libraries of the New England State Universities. NELINET, New England Library Information Network. Progress Report, July 1, 1967 - March 30, 1968, Volume II, Appendices. ED 026 079
- Tables (Data)**
Integration in Dade County Public Schools, October 1966. Research Report (Volume 14, Number 2, 1966-67). ED 026 445
- Task Analysis**
Analysis of Tasks in Three Home Related Occupations. ED 026 484
Appendix D. Role II: Sample Task Analysis and Behavioral Objectives. ED 026 309
Appendix H. Sample Task Analysis: Behavioral Objectives for ComField Laboratory. ED 026 313

- Appendix I. An Experimental Model for Preparing Teachers to Develop Behavioral Objectives; the Washington State University and Bellevue (Washington) Public Schools Career Teaching Project. ED 026 314
- Appendix J. An Experimental Model to Enable Instructional Managers to Demonstrate Interaction Competency. ED 026 315
- Task Performance**
- Error, Response Time and IQ: Sex Differences in Cognitive Style of Preschool Children. ED 026 122
- Practical Application of Polarization and Light Control for Reduction of Reflected Glare. ED 025 933
- Tax Allocation**
- Recommended Financial Plan for the Construction of a Permanent Campus for San Joaquin Delta College. ED 026 040
- Taxonomy**
- Appendix A. A First Approximation to a Taxonomy of Learner Outcome. ED 026 306
- Teacher Aides**
- The Bethel Project. Project Report Three, the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 333
- Program to Increase the Effectiveness of Foreign Language Utilization by Employing Language Laboratory Aides: Program Evaluation. ED 025 971
- Teacher Aides: A Status Report. ED 026 295
- Teacher Attitudes**
- Attitude of Community College Instructors Toward Student Groups as a Function of Certain Teacher Characteristics. ED 026 072
- Censorship and Arizona Schools: 1966-1968. ED 026 396
- A Comparison of Knowledge Gained by Adults When Presentations Are Followed by Discussion Led by Local Volunteer and Professional Leaders with a Positive or Negative Attitude Toward the Discussion Task. ED 025 703
- Composition in the Two-Year College; or "Nothing So Needs Reform As Other People's Habits." ED 026 406
- English for Maturity: English in the Secondary School. Second Edition. ED 026 399
- Junior and Senior High School Teachers' Attitudes Toward Teaching Reading in the Content Areas. ED 026 226
- Studies in Deprivation. Occasional Paper, Special. NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 334
- Teachers of Minority Groups: The Origins of Their Attitudes and Instructional Practices. ED 026 192
- Teacher Background**
- Teachers of Minority Groups: The Origins of Their Attitudes and Instructional Practices. ED 026 192
- Teacher Behavior**
- Research from Educational Psychology that has Implications for Elementary School Guidance. ED 025 778
- Teacher Certificates**
- IRA and Reading Certification in Ohio. ED 026 218
- Teacher Certification**
- IRA and Reading Certification in Ohio. ED 026 218
- School Personnel Made Eligible for Initial Certification Through Mat Programs; A Directory of Institutions, with Data. ED 026 348
- State Patterns in Wisconsin for Improving Reading Instruction Through the Certification of Reading Teachers, Specialists, and Supervisors. ED 026 215
- Teacher Characteristics**
- A Profile of New Faculty in California Community Colleges. ED 026 059
- Science Education Information Report, General Bibliography Series 20, Teacher Characteristics, Student Characteristics. ED 026 286
- Teachers of Minority Groups: The Origins of Their Attitudes and Instructional Practices. ED 026 192
- Teacher Education**
- Agencies and the Migrant: Theory and Reality of the Migrant Condition. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas. ED 026 173
- Appendix D. Role II: Sample Task Analysis and Behavioral Objectives. ED 026 309
- Appendix E. General Adaptive Strategies. ED 026 310
- Appendix H. Sample Task Analysis: Behavioral Objectives for ComField Laboratory. ED 026 313
- Appendix I. An Experimental Model for Preparing Teachers to Develop Behavioral Objectives; the Washington State University and Bellevue (Washington) Public Schools Career Teaching Project. ED 026 314
- Appendix J. An Experimental Model to Enable Instructional Managers to Demonstrate Interaction Competency. ED 026 315
- Appendix K. Trial Form of an Instrument for Evaluating Instructional Managers in the Practicum. ED 026 316
- Appendix L. A Sequence for the Practicum. ED 026 317
- Appendix T. Personalizing Teacher Education. ED 026 325
- Appendix U. Self Concept and Teaching: An Exploration. ED 026 326
- Appendix W. Cost Analysis in Teacher Education Programs. ED 026 328
- Appendix X. ComField Information Management System. ED 026 329
- Appendix Y. The Integrated Communications Experiment (ICE) Summary. ED 026 330
- Attitudinal Characteristics of Migrant Farm Workers. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas. ED 026 172
- The Bethel Project. Project Report Three, the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 333
- Center for Research and Development in Teaching. ED 026 297
- Central Missouri's Inner City Project Tells a Near-Parable. ED 026 339
- The Clinical Professorship in Teacher Education; Report of a Conference at Northwestern University in Cooperation with the Carnegie Corporation of New York (October 24-25, 1966). ED 026 291
- Design and Default in Teacher Education. Occasional Paper Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 336
- Dialectal Variance Interferes with Reading Instruction. ED 026 199
- The Effects of Prompting, Practice and Feedback in Programmed Videotape. ED 026 342
- English in the Primary School: Being the Evidence of the Association Presented to the Plowden Committee. ED 026 369
- Excellence in Teacher Education: 1969 Distinguished Achievement Awards of the American Association of Colleges for Teacher Education. ED 026 347
- Individualization of Instruction for Teacher Corpsmen. ED 026 341
- Inductive Concepts of Teacher Education—The Undergraduate Reading Methods Course. ED 026 209
- Language and Language Learning: Papers Relating to the Anglo-American Seminar on the Teaching of English (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers. ED 026 360
- The Mexican-American Heritage: Developing Cultural Understanding. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas. ED 026 174
- A Model Program for Improving the Education of Preservice and Inservice Teachers of Elementary, Secondary and Exceptional Children in Metropolitan Areas; Interim Report. ED 026 290
- Newer Educational Media; Papers of the Regional Research Conference. ED 025 939
- Open-Closed Mindedness of College Students in Teacher Education. Final Report. ED 026 303
- Preparation of Teachers for Vocational-Technical Schools in Israel. Final Report. ED 026 543
- Priorities in Instituting the Teaching of English as a Second Language in a Southwest Texas School. ED 025 747
- Professional Teacher Education II: A Programmed Design Developed by the AACTE Teacher Education and Media Project. ED 026 294
- Research and Development Center for Teacher Education. ED 026 298
- School Personnel Made Eligible for Initial Certification Through Mat Programs; A Directory of Institutions, with Data. ED 026 348
- Science Education Information Report, General Bibliography Series 12, Teacher Education. ED 026 278
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- Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report. Volume II. ED 026 302
- Stanford Center for Research and Development in Teaching. Annual Report (1st, April 1967). ED 026 288
- The State's Role in Improving Reading Instruction—A State Pattern in California. ED 026 216
- Structured Practice in Preparing School Personnel; A Guide to Selected Documents in the ERIC Collection, 1966-1968. ED 026 349
- A Study of Part-Time Instructors in Vocational-Technical Education Among Community Colleges in Michigan. ED 025 695
- Successive Vs. Simultaneous Attainment of Instructional Objectives in Classroom Simulation. ED 026 304
- A Systematic Approach to the Analysis of a Non-Systematic Process. ED 026 300
- Teacher Education: The Young Teacher's View. A Report of Four Regional Conferences for Student Teachers and Beginning Teachers of the Disadvantaged. Project Report Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 332
- A Word About Junior College Teacher Preparation and Development. ED 026 413
- Teacher Education Curriculum**
- Appendix C. Content Model—Mathematics—for Elementary Education. ED 026 308
- Appendix G. Basic Training Model for the ComField Practicum.

- ED 026 312
Appendix S. Broad Curricular Planning for the ComField Model Teacher Education Program. ED 026 324
- A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education. Volume I: Overview and Specifications. Final Report. ED 026 305
- Inductive Concepts of Teacher Education—The Undergraduate Reading Methods Course. ED 026 209
- The New NCATE Evaluation Criteria and the Requirements for a Teaching Major. ED 026 384
- The Preparation of Urban Teachers: A Proposed Syllabus. Working Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 337
- State Patterns in Wisconsin for Improving Reading Instruction Through the Certification of Reading Teachers, Specialists, and Supervisors. ED 026 215
- Teacher Evaluation**
Appendix K. Trial Form of an Instrument for Evaluating Instructional Managers in the Practicum. ED 026 316
- Student Teaching: Whose Responsibility? ED 026 378
- Teacher Experience**
Measuring the Educational Relevance of a Short-Term Training Program for Teachers. ED 025 723
- A Model Program for Improving the Education of Preservice and Inservice Teachers of Elementary, Secondary and Exceptional Children in Metropolitan Areas; Interim Report. ED 026 290
- Structured Practice in Preparing School Personnel; A Guide to Selected Documents in the ERIC Collection, 1966-1968. ED 026 349
- Teacher Housing**
Housing and Transportation Study: Full-Time Employees. ED 026 060
- Teacher Improvement**
Appendix M. Research Utilization and Problem Solving. ED 026 318
- A Word About Junior College Teacher Preparation and Development. ED 026 413
- Teacher Influence**
A Study of Classroom Interaction and Thinking. Interim Report. ED 026 344
- Teacher Militancy**
Issues and Outcomes of Teachers' Strikes, 1955-65. ED 025 835
- Teacher Mobility Study Questionnaire**
The Development of an Information System for Teacher Turnover in Public Schools (Including Uniform Reporting and a Computer Program). ED 026 345
- Teacher Problem Inventory**
The Identification and Analysis of Perceived Problems of Teachers in Inner-City Schools. Occasional Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 335
- Teacher Programs**
Special Training Institute on Problems of School Desegregation. Final Report. ED 026 433
- Teacher Qualifications**
Appendix F. Interpersonal Competencies. ED 026 311
- Appendix H. Sample Task Analysis: Behavioral Objectives for ComField Laboratory. ED 026 313
- IRA and Reading Certification in Ohio. ED 026 218
- The New NCATE Evaluation Criteria and the Requirements for a Teaching Major. ED 026 384

- Teacher Rating**
Dropout Proneness in Appalachia. Research Series 3. ED 026 188
- Teacher Role**
A Letter To A Student Teacher. ED 026 412
- Teacher Salary Negotiations: A Case Study and Analysis. ED 025 848
- The Utilization of the College and University Teacher. ED 026 002
- Teachers**
Personality Characteristics of College and University Faculty: Implications for the Community College. ED 026 048
- Teacher Salaries**
Teacher Salary Negotiations: A Case Study and Analysis. ED 025 848
- Teacher Strikes**
Issues and Outcomes of Teachers' Strikes, 1955-65. ED 025 835
- Teacher Workshops**
Expanding Practices in Secondary Reading In-Service Programs. ED 026 201
- Measuring the Educational Relevance of a Short-Term Training Program for Teachers. ED 025 723
- Teaching**
A Systematic Approach to the Analysis of a Non-Systematic Process. ED 026 300
- What Does the Small College Have to Sell? ED 026 014
- Teaching Guides**
A Curriculum in Written Composition, K-3: A Guide for Teaching. ED 026 366
- A Curriculum in Written Composition, 4-6: A Guide for Teaching. ED 026 367
- Desert Life, Experimental Edition Prepared for Testing in the Primary Grades. ED 026 254
- Guide for Teaching English as a Second Language to Elementary School Pupils. Level I, Part I. Teaching English Early. ED 025 680
- Guide for Teaching English as a Second Language to Elementary School Pupils. Level I, Part II. Teaching English Early. ED 025 681
- Guidelines to Language Teaching in Classroom and Laboratory. ED 025 966
- Introducing Children to Space, the Lincoln Plan. A Space Handbook for Teachers Grades K through 6. ED 026 275
- Listening. What Research Says to the Teacher, No. 29. ED 026 120
- [Orange County Science Education Improvement Project Syllabuses, K-6.] ED 026 269
- The Planetarium, An Elementary-School Teaching Resource. ED 026 274
- SCIS Elementary Science Sourcebook. ED 026 243
- Space Resources for the High School Industrial Arts Resource Units. ED 026 273
- [Teacher's Guides for Grade 7-Biosphere and Grade 8-Geoscope.] ED 026 264
- Teaching Nutrition in the Elementary School. ED 026 148
- Teaching Safety in the Elementary School. ED 026 147
- Teaching Strategies for the Clarification of Values. Guidelines Paper VI. ED 025 784
- Use of Literary Models in Teaching Written Composition, Grades K-6. ED 026 365

Teaching Methods

- The Application of Linguistics to the Problem of Teaching Pupils to Translate Complex Latin Sentences Into English. ED 025 979
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- Educational Methods Used in Presenting Consumer Information to Homemakers Living in Low Income Urban Areas. ED 025 683
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- English for Maturity: English in the Secondary School. Second Edition. ED 026 399
- English in the Primary School: Being the Evidence of the Association Presented to the Plowden Committee. ED 026 369
- Film Study Hang Ups. ED 026 385
- [General Characteristics of English Grammar Compared With Russian.] ED 025 985
- Getting with Instructional Systems and Getting Instructional Systems with It. ED 026 044
- Improving Instruction Through Audio-Visual Media; Techniques in Teaching Science, Mathematics, and Modern Foreign Languages. ED 025 951
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- The New Breed—A New Direction. ED 026 410
- New Media in Teaching the Business Subjects. National Business Education Yearbook, No. 3. ED 026 512
- A Plan for Developing Performance Materials in the Contemporary Idiom for the Early Stages of String Instruction. Appendices A-F. Final Report. ED 025 850
- Producing and Directing the Television Lesson. ED 025 956
- Reflexions sur la Methodologie Audio-Visuelle Structuro-Globale en Regard des Principes Generaux de la Didactique des Langues Secondes (Thoughts on the Structural-Globale Audio-Visual Methodology in Second Language Instruction). ED 025 965
- Research in Cognate Aspects of Written Composition. ED 026 368
- Response to Literature: Papers Relating to the Anglo-American Seminar on the Teaching of English (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers. ED 026 350
- Selected Readings in Business and Office Occupations—Designed Especially for the Classroom Teacher. National Business Education Yearbook, No. 5. ED 026 514
- Special Education Curriculum Development Center; An In-Service Training Approach. ED 025 865

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- Team Teaching. ED 026 381
[The Audiovisual Method of Studying Russian.] ED 025 984
- Toward More Effective Teaching in WCHEN Schools; The Report of a Course in New Training Techniques for Nurse Faculty. ED 026 450
- Teaching Models**
Determining Consequential Factors in Diagnosis. ED 026 207
A Multimedia Approach to Communicating Occupational Information to Noncollege Youth. Technical Report. ED 026 544
- Teaching Procedures**
An Experimental Study of the Effects of Different Combinations of Television Presentations and Classroom Teacher Follow-up on the Achievement and Interest in Science of Fifth Graders. ED 026 265
Follow-Up and Feed-Back Materials. ED 025 961
Mobile Media at San Francisco Medical Center. ED 025 963
Report from the Pasture: ETV at Jordanhill College of Education. ED 025 962
Selected Readings in Business and Office Occupations-Designed Especially for the Classroom Teacher. National Business Education Yearbook, No. 5. ED 026 514
- Teaching Skills**
The Question: What to Ask? ED 026 374
- Teaching Techniques**
Appendix B. A Conceptual Model for the Teaching of Elementary Mathematics. ED 026 307
An Evaluation of Educational Development Programs in Higher Education. Final Report. ED 026 031
Games and Simulation. ED 025 842
Improving Instruction Through Audio-Visual Media; Techniques in Teaching Science, Mathematics, and Modern Foreign Languages. ED 025 951
It's All Between You and the Machine. ED 025 964
A Methodology for Fostering Abstract Thinking in Deprived Children. ED 026 131
The Sound of Pictures. ED 025 969
Toward Psycholinguistic Models of Language Instruction. ED 025 743
Use Words Because the Skin Forgets. ED 026 351
- Team Administration**
Team Teaching. ED 026 381
- Team Teaching**
How to Organize an Effective Team Teaching Program. Successful School Management Series. ED 026 299
Team Teaching. ED 026 381
- Technical Education**
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- Methods of Teaching Agricultural Occupations in Community Colleges and Area Vocational Schools. Final Report. ED 026 529
- The Need for Plastics Education. ED 026 069
- Occupational Education: A Challenge to the Two-Year College. ED 026 486
- Preparation of Teachers for Vocational-Technical Schools in Israel. Final Report. ED 026 543
- A Report by the Governor's Task Force on Vocational and Technical Education. ED 026 528
- The Structure of Technical Training Administration in the United States. ED 026 467
- A Study to Determine the Feasibility of Establishing a National Program for Training Skilled Aviation Personnel. ED 026 495
- Technical Education: A Growing Challenge in American Higher Education. Report of the AAAS Conference on Science in Technical Education (Washington, D.C., July 22-23, 1968). ED 026 068
- Technical Institutes**
Occupational Education: A Challenge to the Two-Year College. ED 026 486
- Technical Occupations**
Employment Opportunities and Training Needs for Technicians in the Metalworking Manufacturing Industries of the Central Ohio Valley with Projections Through 1975. ED 026 491
- Technical Reports**
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- Technological Advancement**
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- Technology**
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- Telecourses**
The 1969 Catalog of Recorded Television Courses. ED 025 948
- Televised Instruction**
An Experimental Study of the Effects of Different Combinations of Television Presentations and Classroom Teacher Follow-up on the Achievement and Interest in Science of Fifth Graders. ED 026 265
Producing and Directing the Television Lesson. ED 025 956
Some Effects of Televised Instruction on a Basic Speech Course. ED 026 380
The Sound of Pictures. ED 025 969
Wordland Workshop. ED 025 946
- Television Teachers**
Producing and Directing the Television Lesson. ED 025 956
- Ten**
Teaching Black Children to Read. Urban Language Series, Number 4. ED 025 761
- Test Construction**
Dependency and Social Performance: The Development of a Scale To Measure Level of Independence in Small Children. Part of the Final Report. ED 026 129
- Lift-Shape Construction, An EFL Project Report. ED 025 917
- A Meaningful Evaluation of Foreign Language Learning: Reading and Writing. ED 025 968
- Testing**
Cross-Cultural Testing: An Aspect of the Resistance Reaction. ED 025 769
The Effect of Test Difficulty on Informational Achievement in a Technical Industrial Education Course at the College Level. ED 026 490
An Investigation of Test Variables Potentially Useful to the Washington Pre-College Testing Program for Community College Subject Fields. ED 026 046
Statistical Revisions in the Washington Pre-College Testing Program. ED 026 047
- Testing Problems**
A Head Start Control Group. Part of the Final Report. ED 026 128
- Testing Programs**
The Diagnosis of Sensory-Motor Disabilities. ED 026 200
Evaluating Behavioral Change During a Six-Week Pre-Kindergarten Intervention Experience. Research Project Number 5 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967. ED 026 142
- Test Interpretation**
Evaluating Behavioral Change During a Six-Week Pre-Kindergarten Intervention Experience. Research Project Number 5 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967. ED 026 142
A Head Start Control Group. Part of the Final Report. ED 026 128
- Test Reliability**
The Graduate Record Examination: A Minority Statement and a Prediction. ED 026 409
- Tests**
Predictors of Achievement for Educable Mentally Retarded Children. Final Report. ED 025 885
- Texas**
Teachers of Minority Groups: The Origins of Their Attitudes and Instructional Practices. ED 026 192
- Textbook Content**
Guidelines for Mathematics in the Elementary School. ED 026 237
- Textbook Evaluation**
The Continued Development of the Structural Approach. ED 025 970
- Textbooks**
Adult Basic Education; A Bibliography from the Educational Materials Center. ED 025 737
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- The Colleges and the Courts**
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ED 026 359

The Once and Future King "The Once and Future King."

ED 026 387

Thesauri

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ED 026 076

Time

A Time-Cost Management System for use in Educational Planning.

ED 025 935

Trade and Industrial Education

Practical Electronics. Technical Instruction Manual.

ED 026 455

Research and Development Study of State Funding and Business Management Procedures in Community Colleges and Technical Institutes in the State of North Carolina: An Investigation of Cost Differentials Between Trade, Technical, and College Parallel Curricula-Vol. I; Policy Manual-Vol. II; Accounting Manual-Vol. III.

ED 026 033

Status and Pre-Employment Training Requirements of Welding Tradesmen, Technicians, and Technologists.

ED 026 492

Tragedy

Who Are These People?

ED 026 386

Training

A Curriculum of Training for Parent Participation in Project Head Start.

ED 026 144

Training Laboratories

A Demonstration Training Program for Potential School Dropouts. A Service Station Training School for Dropout-Prone Students.

ED 026 526

Training Techniques

Appendix Q. Educational Leaders Laboratory.

ED 026 322

Appendix R. A Basic Communication Skill for Improving Interpersonal Relationships.

ED 026 323

Successive Vs. Simultaneous Attainment of Instructional Objectives in Classroom Simulation.

ED 026 304

Transfer of Training

An Investigation of the Transfer of an Elementary Science Process.

ED 026 253

Transfer Policy

Articulation Agreements Between San Fernando Valley State College and the Colleges of the Los Angeles City Junior College District.

ED 026 058

Transfer Programs

Project Concern - 1966-1968: A Report on the Effectiveness of Suburban School Placement for Inner-City Youth.

ED 026 421

Research and Development Study of State Funding and Business Management Procedures in Community Colleges and Technical Institutes in the State of North Carolina: An Investigation of Cost Differentials Between Trade, Technical, and College Parallel Curricula-Vol. I; Policy Manual-Vol. II; Accounting Manual-Vol. III.

ED 026 033

Transfer Students

Articulation Agreements Between San Fernando Valley State College and the Colleges of the Los Angeles City Junior College District.

ED 026 058

Impressions from Interviews of Transfer Students Participating in a Study of Selected Student Types on Three University of California Campuses.

ED 026 005

A Study of the Characteristics and Subsequent Performance of Vancouver City College Students who Transferred to the University of British Columbia in September, 1967.

ED 026 061

A Study of the Relationship of Selected Institutional Characteristics of the Junior College of Origin to the Academic Performance of Public Junior College Transfer Students in Four Universities in the University System of Florida.

ED 026 041

Transformation Generative Grammar

Some Basic Assumptions in Transformational Linguistics.

ED 025 762

Transformations (Language)

A Comparison of Syntactic Structures in the Speech of Three- and Four-Year-Old Children.

ED 025 763

Transformation Theory (Language)

Some Basic Assumptions in Transformational Linguistics.

ED 025 762

Translation

The Application of Linguistics to the Problem of Teaching Pupils to Translate Complex Latin Sentences into English.

ED 025 979

A Black English Translation of John 3:1-21; With Grammatical Annotations.

ED 025 741

Formal Correspondence and Translation Equivalence in Contrastive Analysis.

ED 025 766

Trent-Medaker study

Beyond Ability.

ED 025 993

Tutorial Programs

Administrator's Memo: Youth Tutoring Youth.

ED 026 340

The Effect of a Structured Tutorial Program on the Cognitive and Language Development of Culturally Disadvantaged Infants.

ED 026 110

A Methodology for Fostering Abstract Thinking in Deprived Children.

ED 026 131

A Pilot Study to Apply Evaluation-Revision Procedures in First-Grade Mexican-American Classrooms. Final Report. Technical Memorandum Series.

ED 026 170

Twentieth Century Literature

Learning From Loneliness.

ED 026 359

A Primer of Existentialism.

ED 026 379

"The Once and Future King."

ED 026 387

Underachievers

Contingency Management in an Introductory Psychology Course for One Thousand Students.

ED 025 821

Undergraduate Study

Learning Orientations of Adults for Enrolling in the Part-Time B.A. Program at the University of Guelph.

ED 025 730

What Should Be the Role of Afroamerican Education in the Undergraduate Curriculum?

ED 026 015

Unemployed

Economic Policies and Practices. Programs for Relocating Workers Used by Governments of Selected Countries. Paper-8.

ED 026 456

Effectively Employing the Hard-Core. (An Aid to Companies Joining the Growing Effort of Industry to Help Resolve Basic Social Problems).

ED 026 517

Final Report on MDTA Basic Education and Vocational Classes of the Work Training Program, Inc., 1965-67.

ED 026 067

Promoting Jobfinding Success for the Unemployed. Studies in Employment and Unemployment.

ED 026 541

United States

A Study of the Frequency With Which Russian, French and German Scientific Articles are Cited in Selected American Scientific Journals.

ED 026 088

United States History

Adventures in United States History. Unit 1: Colonists Settle in the New World and Gain Independence.

ED 026 426

Adventures in United States History. Unit 2: A New Nation.

ED 026 427

Adventures in United States History. Unit 3: Americans Move West.

ED 026 428

Adventures in United States History. Unit 4: The Civil War Divides the North and South.

ED 026 429

United States Navy

An Experiment in Basic Airborne Electronics Training. Part 5: Evaluation of the Revised Courses.

ED 025 684

Units of Study (Subject Fields)

Adventures in United States History. Unit 2: A New Nation.

ED 026 427

Adventures in United States History. Unit 3: Americans Move West.

ED 026 428

Indian Educational Material; Annotated Quarterly Bibliography, Vol 2 No 1: September 1967.

ED 025 973

Universities

A Budget Model of a University.

ED 025 849

Information Source Preference as a Function of Physical and Psychological Distance from the Information Object.

ED 026 101

The Philosophy for Security and Law Enforcement on a College Campus.

ED 025 914

Some Economic Considerations and a Procedure for a University Cost Study.

ED 025 847

University Administration

A Study of the Problems of Italian Universities and Current Plans for Inducing Change. Final Report.

ED 026 030

University Extension

An Evaluative Analysis of Selected University Conference Programs Conducted at Kellogg Center for Continuing Education Michigan State University.

ED 025 707

Learning Orientations of Adults for Enrolling in the Part-Time B.A. Program at the University of Guelph.

ED 025 730

The Older Adult as a University Student.

ED 025 732

The Present Status of the Antigonish Movement in Nova Scotia.

ED 025 713

University Libraries

Catalog Data File Creation for the New England Regional Library Technical Processing Center. NELINET. New England Library Information Network. Final Report of CLR-374.

ED 026 077

A Cost Analysis and Utilization Study of the Stanford University Library System, Prepared for Stanford University, Stanford, California. Memorandum Report.

ED 026 080

Systems Design and Pilot Operations of a Regional Center for Technical Processing for the Libraries of the New England State Universities. NELINET. New England Library Information Network. Progress Report, July 1, 1967 - March 30, 1968. Volume I.

ED 026 078

Systems Design and Pilot Operation of a Regional Center for Technical Processing for the Libraries of the New England State Universities. NELINET. New England Library Information Network. Progress Report, July 1, 1967 - March 30, 1968. Volume II, Appendices.

ED 026 079

What University Librarians are Thinking, Saying, and Doing About Automation; Annotated Bibliography Drawn Chiefly From Annual Reports of University Librarians.

ED 026 073

182 Subject Index

- University of Kentucky**
The Older Adult as a University Student. ED 025 732
- Unwed Mothers**
A Demonstration of Reorientation of Illegitimately Pregnant Teenage Girls Living in Rural Areas. ED 025 798
- Urban Areas**
Educational Methods Used in Presenting Consumer Information to Homemakers Living in Low Income Urban Areas. ED 025 683
- Urban Education**
Central Missouri's Inner City Project Tells a Near-Parable. ED 026 339
A Model Program for Improving the Education of Preservice and Inservice Teachers of Elementary, Secondary and Exceptional Children in Metropolitan Areas; Interim Report. ED 026 290
Unique Problems of the Inner City Colleges. ED 026 057
- Urban Immigration**
Rural to Urban Adjustment. ED 026 157
- Urban Renewal**
A Report on the Schools of Boston - 1962. ED 025 936
- Urban Schools**
The Identification and Analysis of Perceived Problems of Teachers in Inner-City Schools. Occasional Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 335
Integration of the Berkeley Elementary Schools: A Report to the Superintendent. ED 026 438
On the Modeling of Relationships between Performance and Resource Management in an Urban School District. ED 025 839
A Statement of POSTURE Toward Public Education in New York City. ED 026 417
Teaching Happenings and Five Novellees: An Instructional Bulletin for B10 English. ED 026 424
Teaching Voices of Youth and Three Novellees: An Instructional Bulletin for B7 English. ED 026 425
- Urban Teaching**
The Preparation of Urban Teachers: A Proposed Syllabus. Working Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 337
- Urban Universities**
The Urban University and the Urban Community. ED 025 692
- Use Studies**
A Cost Analysis and Utilization Study of the Stanford University Library System, Prepared for Stanford University, Stanford, California. Memorandum Report. ED 026 080
Natural Library Service Zones, A Report to the North Suburban Library System. ED 026 108
- U.S. Office of Education**
Copyright and Intellectual Property. ED 026 082
- Values**
Job Values of Educationally Disadvantaged Students. ED 025 809
Play for Mortal Stakes; Vocation and the Liberal Learning. ED 026 019
Today's and Tomorrow's Students. ED 025 998
What Does the Small College Have to Sell? ED 026 014
- Van Alstyne Picture Vocabulary Test**
A Cross-Culture Study of Sex Differences Among First-Graders on A Verbal Test. ED 026 191
- Vending Machines**
Basic and Special Criteria for the Evaluation of Manually Activated and/or Coin Activated Vending Machines for Foods and/or Beverages. Revised February 1963. ED 025 897
- Verbal Communication**
The Effect of Sociability on the Type and Rate of Interaction in Small Groups. ED 025 728
Ego-Stage Development and Interaction. ED 025 696
- Verbal Development**
Verbal Operant Conditioning of Young Mongoloid Children. Final Report. ED 025 891
- Verbal Learning**
Annual Report of the Center for Research in Human Learning, 1967-68. ED 025 758
- Verbal Tests**
A Cross-Culture Study of Sex Differences Among First-Graders on A Verbal Test. ED 026 191
- Video Tape Recordings**
The 1969 Catalog of Recorded Television Courses. ED 025 948
The Effects of Prompting, Practice and Feedback in Programmed Videotape. ED 026 342
Production of Closed-Circuit Television Programs for Improving Instruction in Professional Health and Physical Education Courses at the Undergraduate Level. ED 025 953
- Vietnamese**
Pronominal Reference in Thai, Burmese, and Vietnamese. University of California Publications in Linguistics, Volume 52. ED 025 754
- Violence**
Motion Pictures and Real-Life Violence; What the Research Says. ED 025 950
- Vision**
Visual Function in Dyslexia. ED 026 223
- Visual Discrimination**
Practical Application of Polarization and Light Control for Reduction of Reflected Glare. ED 025 933
- Visual Environment**
Practical Application of Polarization and Light Control for Reduction of Reflected Glare. ED 025 933
- Visually Handicapped**
Proceedings, Conference on New Processes for Braille Manufacture (American Printing House for the Blind, Louisville, Kentucky, February 8-9, 1968). ED 025 870
- Visual Perception**
Perceptual Mode Dominance: An Approach to Assessment of First Grade Reading and Spelling. ED 026 132
- Visual Stimuli**
Acquisition and Transfer Differences between Kindergartners and Second-Graders on Aurally and Visually Presented Paired-Associates Using an A-B, A-C Design Research Project Number 2 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967. ED 026 139
- Vocabulary**
Handbook to the Study of British Commonwealth Literature in English. ED 026 388
- Human Factors Data Thesaurus, an Application to Task Data. Final Report, January 2, 1967 - October 31, 1967. ED 026 076**
- Vocational Adjustment**
Factors Associated with Successful Adaptation to the Secretarial/Stenographic Role. ED 026 531
Mental Health and Manpower Employment Adjustment for Psychiatric Patents, MDTA Experimental and Demonstration Findings. ED 026 466
Occupational Reinforcer Patterns. Minnesota Studies in Vocational Rehabilitation: XXIV. First Volume. ED 025 817
- Vocational Agriculture**
Planning and Conducting Cooperative Education Programs in Agriculture in the State of Arizona. A Manual of Guidelines and Procedures. ED 026 515
- Vocational Counseling**
Career Guidance. A Report of the Subcommittee on Career Guidance of the Committee on Specialized Personnel. ED 025 786
Computer-Assisted Synthesis of Psychometric Data in Vocational Counseling. ED 025 787
Mental Health and Manpower Employment Adjustment for Psychiatric Patents, MDTA Experimental and Demonstration Findings. ED 026 466
Occupational Reinforcer Patterns. Minnesota Studies in Vocational Rehabilitation: XXIV. First Volume. ED 025 817
A Pilot Project for Vocational Guidance in Economically Underdeveloped Areas. ED 026 527
- Vocational Development**
The American Indian Graduate: After High School, What? ED 026 163
A Demonstration Training Program for Potential School Dropouts. A Service Station Training School for Dropout-Prone Students. ED 026 526
A Guide for Developmental Vocational Guidance. Grades K-12. ED 026 532
A Pilot Project for Vocational Guidance in Economically Underdeveloped Areas. ED 026 527
- Vocational Education**
Attitude of Community College Instructors Toward Student Groups as a Function of Certain Teacher Characteristics. ED 026 072
The Birth of a New Vocational-Technical Center. National Vocational-Technical Facility Planning Conference (Las Vegas, Nevada, May, 1967). ED 025 909
A Continuing Program for Mentally Retarded Pupils in the Warwick Public Schools, Grades 7-12. ED 025 867
Cooperative Agreements Between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968). ED 025 864
Cooperative Vocational Education Space Needs. ED 025 924
A Demonstration Training Program for Potential School Dropouts. A Service Station Training School for Dropout-Prone Students. ED 026 526
Educational Assessment - Memphis. ED 025 938
Final Report on MDTA Basic Education and Vocational Classes of the Work Training Program, Inc., 1965-67. ED 026 067
Idaho School District Organization Project. Report of the April Conference; Planning for School District Organization in Idaho. ED 026 520

National Survey of Indexing and Retrieval Procedures in Vocational-Technical Education Research Coordinating Units.

ED 026 540

Neighborhood Manpower Programs. Manpower Training Series.

ED 026 451

Occupational Education: A Challenge to the Two-Year College.

ED 026 486

Preparation of Teachers for Vocational-Technical Schools in Israel. Final Report.

ED 026 543

A Report by the Governor's Task Force on Vocational and Technical Education.

ED 026 528

Research and Development Study of State Funding and Business Management Procedures in Community Colleges and Technical Institutes in the State of North Carolina: An Investigation of Cost Differentials Between Trade, Technical, and College Parallel Curriculums—Vol. I; Policy Manual—Vol. II; Accounting Manual—Vol. III.

ED 026 033

Selected Proceedings and Information from the 1967 Summer Workshop in Research in Vocational-Technical Education.

ED 026 500

A State Program for the Development of Persons for Leadership Roles in the Administration of Local Programs of Vocational and Technical Education. Final Report.

ED 026 523

The Structure of Technical Training Administration in the United States.

ED 026 467

The Tex-Tec Syllabi; Courses of Study for Library Technical Assistant, Prepared for the Texas State Library.

ED 026 107

Vocational Education.

ED 026 504

Vocational Education Amendments of 1968. 1968. Report No. 1938.

ED 026 505

Vocational Education in Connecticut, 1966-67. Descriptive Report of Program Activities for Fiscal Year Ending June 30, 1967. Bulletin No. 103.

ED 026 473

Vocational Training for Industry in the Northern Plains.

ED 026 468

Vocational Education Amendments of 1968

Vocational Education Amendments of 1968. 1968. Report No. 1938.

ED 026 505

Vocational Education Teachers

Preparation of Teachers for Vocational-Technical Schools in Israel. Final Report.

ED 026 543

Vocational Interests

Vocational Dispositions of the Nonconformist, Collegiate Dropouts.

ED 026 006

Vocational Rehabilitation

Cooperative Agreements Between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on

Cooperative Agreements (Las Vegas, Nevada, February, 1968).

ED 025 864

Curriculum Materials Developed from a Conference on the Juvenile Court and Vocational Rehabilitation (April 4-6, 1967, Boston, Massachusetts).

ED 025 863

Mental Health and Manpower Employment Adjustment for Psychiatric Patients, MDTA Experimental and Demonstration Findings.

ED 026 466

Occupational Reinforcer Patterns. Minnesota Studies in Vocational Rehabilitation: XXIV. First Volume.

ED 025 817

The Retarded Adult in the Community.

ED 025 881

Statistics in Vocational Rehabilitation.

ED 026 469

Survey of Employer Experience and Opinions Concerning Mentally Retarded Persons as Employees.

ED 026 506

Vocational Schools

Facility Design Considerations.

ED 025 925

A Guide to Systematic Planning for Vocational and Technical Schools. Research 22.

ED 026 537

Vocational Training Centers

A Study to Determine the Feasibility of Establishing a National Program for Training Skilled Aviation Personnel.

ED 026 495

Wages

The Influence of MDTA Training on Earnings. Manpower Evaluation Report No. 8.

ED 026 542

Washington

Attitude of Community College Instructors Toward Student Groups as a Function of Certain Teacher Characteristics.

ED 026 072

An Investigation of Test Variables Potentially Useful to the Washington Pre-College Testing Program for Community College Subject Fields.

ED 026 046

Statistical Revisions in the Washington Pre-College Testing Program.

ED 026 047

Welders

Status and Pre-Employment Training Requirements of Welding Tradesmen, Technicians, and Technologists.

ED 026 492

Welfare Agencies

Utilization of Auxiliary Staff in the Provision of Family Services in Public Welfare.

ED 026 487

Welfare Recipients

Final Report on MDTA Basic Education and Vocational Classes of the Work Training Program, Inc., 1965-67.

ED 026 067

Western Regional Council State Leagues of

Nursing

Operation Decision: Community Planning for Nursing in the West.

ED 026 465

West Virginia

Library Services in West Virginia, Present and Proposed.

ED 026 086

Work Experience Programs

A Demonstration Training Program for Potential School Dropouts. A Service Station Training School for Dropout-Prone Students.

ED 026 526

Evaluation of the In-School Youth Work-Training Project for Fourteen and Fifteen Year Old Youth.

ED 026 501

Working Women

Management Problems of Young Employed Homemakers.

ED 026 483

Recognized Problems of Single Girls in Iowa Entering the Work World Following High School Graduation.

ED 026 482

Workshops

Professional Teacher Education II; A Programmed Design Developed by the AACTE Teacher Education and Media Project.

ED 026 294

WQED TV

Instructional Television in Western Pennsylvania; Phase I.

ED 025 947

Writing Skills

Freedom to Write: A Composition Course For Ghetto Adults.

ED 026 404

On Intermediate Language Instruction.

ED 025 746

A Meaningful Evaluation of Foreign Language Learning: Reading and Writing.

ED 025 968

The Syntax of Children's Writing.

ED 026 356

Xerox Magnavox Telecopier

Telefacsimile Communication With the Xerox Magnavox Telecopier in Reference and Interlibrary Loans: A Report of a Three-Month Experimental Demonstration Conducted by the South Carolina State Library Board.

ED 026 074

Youth Leaders

A Comparison of the Effectiveness of Film and Bulletin in Transmitting Knowledge to Negro 4-H Club Local Leaders in Alabama and Caucasian 4-H Club Local Leaders in Wisconsin.

ED 025 698

Youth Programs

The Neighborhood Youth Corps: Three Years of Success.

ED 026 423

Zoning

Natural Library Service Zones, A Report to the North Suburban Library System.

ED 026 108

University of Kentucky
1911-1991

1911-1991

1911-1991

1911-1991

1911-1991

1911-1991

1911-1991

1911-1991

1911-1991

1911-1991

1911-1991

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1911-1991

1911-1991

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1911-1991

1911-1991

1911-1991

1911-1991

1911-1991

1911-1991

1911-1991

1911-1991

Author Index

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the résumé section.

Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ————— ED 013 371

- Aaron, Robert L.**
Early Childhood Education. ED 026 198
- Abeytia, Hector**
Agencies and the Migrant: Theory and Reality of the Migrant Condition. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas. ED 026 173
- Abramson, Jane A.**
Rural to Urban Adjustment ED 026 157
- Aht, Clark C.**
An Education System Planning Game. ED 025 843
Games and Simulation. ED 025 842
- Ackerman, Lynn, Ed.**
Selected Mechanized Scientific and Technical Information Systems. ED 026 085
- Adamus, Richard**
Teacher's Guide to the Strassenburgh Planetarium. ED 026 257
- Aganbroad, James E**
Systems Design and Pilot Operations of a Regional Center for Technical Processing for the Libraries of the New England State Universities. NELINET, New England Library Information Network. Progress Report, July 1, 1967 - March 30, 1968. Volume I. ED 026 078
- Aganbroad, James E.**
Catalog Data File Creation for the New England Regional Library Technical Processing Center. NELINET. New England Library Information Network. Final Report of CLR-374 ED 026 077
Systems Design and Pilot Operation of a Regional Center for Technical Processing for the Libraries of the New England State Universities. NELINET, New England Library Information Network. Progress Report, July 1, 1967 - March 30, 1968, Volume II, Appendices. ED 026 079
- Ahlbrand, William P., Jr.**
A Study of Classroom Interaction and Thinking. Interim Report. ED 026 344
- Allen, Leslie Robert**
An Examination of the Classificatory Ability of Children Who Have Been Exposed to One of the "New" Elementary Science Programs. ED 026 245
- Allen, William H.**
An Exploratory Study of Form Perception as Applied to the Production of Educational Media. Final Report. ED 025 943
- Allen, William H., Comp.**
Improving Instruction Through Audio-Visual Media; Techniques in Teaching Science, Mathematics, and Modern Foreign Languages. ED 025 951
- Alt, Franz L.**
Information Handling in the National Standard Reference Data System. NBS Technical Note 290. ED 026 095
- Altbach, Philip G.**
Student Politics and Higher Education in the United States: A Select Bibliography. ED 025 797
- Anderson, Charles C.**
A Theory of Nonverbal Creativity. ED 025 814
- Anderson, James G.**
Social and Cultural Characteristics of Mexican-American Families in South El Paso, Texas. Interim Report of the Mathematics Education Program. ED 026 175
Teachers of Minority Groups: The Origins of Their Attitudes and Instructional Practices. ED 026 192
- Anderson, Tommy R.**
On Intermediate Language Instruction. ED 025 746
- Anderson, Theodore**
Bilingual Elementary Schooling ED 025 772
- Andrews, Tom**
Who Are These People? ED 026 386
- Anello, Michael**
A Study of the Problems of Italian Universities and Current Plans for Inducing Change. Final Report. ED 026 030
- Applebee, Roger K.**
National Study of High School English Programs: A Record of English Teaching Today, A School For All Seasons. ED 026 357
- Appley, Dee G.**
A Report on University Counselling Services. ED 025 824
- Arthur, Bradford**
Reading Literature and Learning A Second Language. ED 025 767
- Austell, Jan**
Who Are These People? ED 026 386
- Axtell, Dayton**
Programs for Disadvantaged Students in the California Community Colleges. ED 026 032
- Ba, U, Comp.**
Education Abstracts - Burma. ED 025 987
- Bachman, Jerald G., And Others**
Youth in Transition. Volume I, Blueprint for a Longitudinal Study of Adolescent Boys. ED 026 463
- Bailey, Richard W., Ed.**
An Annotated Bibliography of Statistical Stylistics. ED 025 765
- Baird, Hugh**
Appendix D. Role II: Sample Task Analysis and Behavioral Objectives. ED 026 309
- Baker, Eva L.**
Methodological Considerations for Future Readiness Research. ED 026 208
- Balabanian, Norman**
Line Integral of a Vector. ED 026 238
Sinusoids and Phasors. ED 026 240
- Baldwin, Robert O.**
An Experiment in Basic Airborne Electronics Training. Part 5: Evaluation of the Revised Courses. ED 025 684
- Ball, Rachell S.**
Infant and Preschool Mental Tests: Review and Evaluation.

- Banks, Mary Alice**
Teaching Nutrition in the Elementary School.
ED 026 109
- Banks, Thomas L.**
Mobile Media at San Francisco Medical Center.
ED 026 148
- Baratz, Joan C., Ed.**
Teaching Black Children to Read. Urban Language Series, Number 4.
ED 025 963
- Barisch, Sylvia**
Directory of Physics & Astronomy Faculties 1968-1969, United States, Canada, Mexico.
ED 025 761
- Barker, Laurence W.**
Dropout Proneness in Appalachia. Research Series 3.
ED 026 188
- Barnes, Don**
Teaching Strategies for the Clarification of Values. Guidelines Paper VI.
ED 025 784
- Barr, Richard H.**
Bond Sales for Public School Purposes 1967-68.
ED 025 937
- Barrick, Marilyn C.**
Similarities and Differences of Marathon and Ongoing Strength Groups.
ED 025 780
- Barritt, Loren S.**
Phonetic Symbolism in Adult Native Speakers of English.
ED 025 760
- Barthelme, Donald**
Educational Thoroughfare.
ED 025 921
- Bass, Willard P.**
The American Indian High School Dropout in the Southwest.
ED 026 195
- Beach, Leslie R.**
Learning and Student Interaction in Small Self-Directed College Groups. Final Report.
ED 026 027
- Beanblossom, Gary F.**
Statistical Revisions in the Washington Pre-College Testing Program.
ED 026 047
- Beany, William M.**
Students, Higher Education, and the Law.
ED 026 012
- Belitsky, A. Harvey**
Promoting Jobfinding Success for the Unemployed. Studies in Employment and Unemployment.
ED 026 541
- Bell, Thomas O., Ed.**
Idaho School District Organization Project. Report of the April Conference; Planning for School District Organization in Idaho.
ED 026 520
- Belton, Sylvia**
The Bethel Project. Project Report Three, the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.
ED 026 333
- Benevento, Jacqueline**
A Meaningful Evaluation of Foreign Language Learning: Reading and Writing.
ED 025 968
- Benjamin, William**
Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report. Volume I.
ED 026 301
- Benjamin, William**
Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report. Volume II.
ED 026 302
- Bereiter, Carl**
Arithmetic and Mathematics. Dimensions in Early Learning Series.
ED 026 136
- Berg, Ernest H.**
Programs for Disadvantaged Students in the California Community Colleges.
ED 026 032
- Berkowitz, Monroe**
Rehabilitating the Disabled Worker: A Platform for Action in New Jersey.
ED 026 489
- Berman, Abraham J.**
The New York State Department of Labor's Manpower Projections for the State and its Areas: A Preliminary Report on Methodology. Special Labor News Memorandum 111.
ED 026 459
- Bernd, Daniel**
Minding Our Own Business.
ED 026 408
- Berney, Tomi D., Ed.**
Doble Research Supplement (Digest of Bilingual Education).
ED 025 756
- Best, Harry**
Public Provision for Epileptics in the United States.
ED 025 866
- Bigelow, Gordon E.**
A Primer of Existentialism.
ED 026 379
- Bills, Garland**
An Investigation of the Standard-Nonstandard Dimension of Central Texan English. Part of the Final Report.
ED 026 130
- Binderman, Murray**
Factors in School Integration Decisions of Negro Mothers. Final Report.
ED 026 441
- Binkley, Ed**
First Grade Entrance Variables Related to Achievement and Personality. A Study of Culturally Deprived Fourth Graders.
ED 026 229
- Birkenmayer, Sigmund S.**
A Selective Bibliography of Works Related to the Teaching of Slavic Languages and Literatures in the United States and Canada, 1942-1967.
ED 025 988
- Blai, Boris, Jr.**
[Research Studies Completed at Harcum Junior College.]
ED 026 034
- Blair, Carol Ann**
In-Service Training for Probation, Parole and Correctional Personnel.
ED 025 687
- Blank, Marion**
A Methodology for Fostering Abstract Thinking in Deprived Children.
ED 026 131
- Blasingame, Ralph**
Library Services in West Virginia, Present and Proposed.
ED 026 086
- Blocker, Clyde E.**
Student Needs and the System.
ED 026 062
- Boelke, Joanne**
Library Service to the Disadvantaged. A Bibliography. Bibliography Series, Number 1.
ED 026 103
- Boggs, John R.**
A Developmental Research Plan for Junior College Remedial Education. Number 2: Attitude Assessment.
ED 026 050
- Bolvin, John O.**
Individually Prescribed Instruction-Reading Program.
ED 026 202
- Bonfield, John R.**
Predictors of Achievement for Educable Mentally Retarded Children. Final Report.
ED 025 885
- Borgen, Fred H.**
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- Busha, Charles H.**
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- Cobb, Walter J.**
Modern Foreign Languages Test Results, Spring 1967 - Analysis. ED 025 981
- Coffin, Robert**
Appendix Y. The Integrated Communications Experiment (ICE) Summary. ED 026 330
- Coffin, Robert W.**
Appendix X. ComField Information Management System. ED 026 329
- Cohen, David M.**
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- Garofalo, V. James**
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ED 026 162
- Garrison, Jesse**
Appendix E. General Adaptive Strategies.
ED 026 310
Appendix S. Broad Curricular Planning for the ComField Model Teacher Education Program.
ED 026 324
Appendix T. Personalizing Teacher Education.
ED 026 325
Appendix U. Self Concept and Teaching: An Exploration.
ED 026 326
- Gaudette, Dean**
Appendix C. Content Model--Mathematics--for Elementary Education.
ED 026 308
- Gelbaum, Bernard B.**
[Orange County Science Education Improvement Project Syllabuses, 7-12.]
ED 026 270
- Gelbaum, Bernard B.**
[Orange County Science Education Improvement Project Syllabuses, K-6.]
ED 026 269
- Geller, Robert**
Learning From Loneliness.
ED 026 359
- Gilbert, Ardyce Lucile**
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- Gunnels, Frances Goodrich**
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- Gurin, Gerald**
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- Haines, Tom**
Appendix E. General Adaptive Strategies. ED 026 310
- Hale, James R.**
Appendix G. Basic Training Model for the ComField Practicum. ED 026 312
- Hale, James R., Ed.**
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- Hall, George L.**
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- Heathers, Glen**
Grouping. ED 026 135
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- Hensley, Gene, Ed.**
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The Assessment of Junior College Environments. ED 026 049
A Developmental Research Plan for Junior College Remedial Education. Number 2: Attitude Assessment. ED 026 050
- Hillinger, Yvonne M.**
When You Go to Work. A Book for the Needs Trades. ED 026 508
- Hilton, Howard J.**
Identification and Copyright--Two Problems in Microform Systems. ED 026 102
- Hirsch, Harry Hamel**
Some Economic Considerations and a Procedure for a University Cost Study. ED 025 847

- Hite, Herbert**
Appendix H. Sample Task Analysis: Behavioral Objectives for ComField Laboratory. ED 026 313
Appendix I. An Experimental Model for Preparing Teachers to Develop Behavioral Objectives; the Washington State University and Bellevue (Washington) Public Schools Career Teaching Project. ED 026 314
Appendix K. Trial Form of an Instrument for Evaluating Instructional Managers in the Practicum. ED 026 316
A Systematic Approach to the Analysis of a Non-Systematic Process. ED 026 300
- Hocking, Elton**
The Sound of Pictures. ED 025 969
- Hogan, Robert F.**
The Bible in the English Program. ED 026 382
- Holbrook, David**
English for Maturity: English in the Secondary School. Second Edition. ED 026 399
- Holland, Aurora B.**
Evaluative Criteria for Secondary School Libraries. ED 026 204
- Horn, Thomas D., Ed.**
Research on Handwriting and Spelling. ED 026 361
- Horowitz, William**
Vocational Education in Connecticut, 1966-67. Descriptive Report of Program Activities for Fiscal Year Ending June 30, 1967. Bulletin No. 103. ED 026 473
- Housman, E. M.**
Development and Evaluation of a Large-Scale System for Selective Dissemination of Information (SDI). Research and Development Technical Report. ED 026 098
- Howard, Lawrence C.**
Graduate Education for the 'Disadvantaged' and Black-Oriented University Graduates. ED 026 022
- Bowe, Harold II**
The Negro American and Higher Education. ED 026 036
- Howe, Robert W.**
An Analysis of Research on Instructional Procedures in Secondary School Science, Part I-Outcomes of Instruction. ED 026 287
- Hsieh, Victor Wei-teh**
Residence Hall Environment, A Comparative Study in Architectural Psychology. ED 025 906
- Higgins, Bryce B.**
A Study of Classroom Interaction and Thinking. Interim Report. ED 026 344
- Hudson, Randolph**
The Graduate Record Examination: A Minority Statement and a Prediction. ED 026 409
- Hulach, David**
Concept Identification Strategies. Research Project Number 3 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute, November 1, 1967. ED 026 140
- Hunsicker, Norma Ann**
Management Problems of Young Employed Homemakers. ED 026 483
- Hurlburt, Allan S.**
The Open-Door College: The Problem of the Low Achiever. ED 026 054
- Hurst, James C.**
Counselor-Client Diagnostic Agreement and Perceived Outcomes of Counseling: A Progress Report. ED 025 779
- Hutasoit, Marakius**
A Study of The "New Primary Approach" in The Schools of Kenya. ED 025 738
- Ingham, Roy John**
The Measurement of Educative Behavior and its Relationship to the Leisure Satisfaction of College Alumni. ED 025 694
- Iodice, Don R.**
Guidelines to Language Teaching in Classroom and Laboratory. ED 025 966
- Ireland, Vera M.**
Evaluation of the Preschool Program, 1966-67, Funded under ESEA Title I, P.L. 89-10. ED 026 143
- Jackson, Vivian C.**
Role Play in New Careers Training. ED 025 820
- Jacob, Nelson L.**
Educational Status Projections of Rural Youth: Annotations of the Research Literature. ED 026 189
- Jacobson, Willard**
SCIS Elementary Science Sourcebook. ED 026 243
- Jakubauskas, Edward B., Ed.**
An Interdisciplinary Approach to Manpower Research. ED 026 485
- Jan-Tausch, Evelyn**
Discovery and Measurement of Interests in Reading. ED 026 205
- Jensen, Paul E.**
Inventory Control of Fixed Assets by School District Personnel. ED 025 846
- Johnson, F. Craig**
An Evaluation of Educational Development Programs in Higher Education. Final Report. ED 026 031
- Johnson, George H.**
A Pilot Evaluation of Instructional Material Centers. Final Report. ED 025 889
- Johnson, Gordon Phillip**
An Integrated Two Year Chemistry-Physics Course Compared with Consecutively Taught Separate Courses. ED 026 260
- Johnson, Kirk A.**
An Experiment in Basic Airborne Electronics Training. Part 5: Evaluation of the Revised Courses. ED 025 684
- Johnson, Raymond L.**
Measuring the Educational Relevance of a Short-Term Training Program for Teachers. ED 025 723
- Johnson, Rita B.**
The Effects of Prompting, Practice and Feedback in Programmed Videotape. ED 026 342
- Johnson, William H.**
Social and Cultural Characteristics of Mexican-American Families in South El Paso, Texas. Interim Report of the Mathematics Education Program. ED 026 175
- Jones, Gordon**
A Study of the Characteristics and Subsequent Performance of Vancouver City College Students who Transferred to the University of British Columbia in September, 1967. ED 026 061
- Jung, Charles**
Appendix M. Research Utilization and Problem Solving. ED 026 318
Appendix N. Implementation of the RUPS System in a Total School District. ED 026 319
Appendix P. Categorical Breakdown of Interpersonal Area. ED 026 321
- Kafnian, Haig**
Study of Man-Machine Communications Systems for the Handicapped. Interim Report. ED 025 890
- Kallemeyn, LeRoy Willard**
An Analysis of Subject Matter Content of High School Physics Courses in Selected Schools of Nebraska. ED 026 261
- Kamens, David H.**
Social Class, College Contexts, and Educational Attainment: Social Class and College Dropout. ED 025 795
- Kampf, Louis**
The Radical Faculty - What Are Its Goals? ED 026 017
- Kane, Elmer R.**
Development and Implementation of a Comprehensive Evaluation and Reporting System for Kindergarten and Primary Grade Schools. Final Report. ED 026 116
- Kapes, Jerome T.**
Exploring the Use of the GATB with Vocational-Technical Bound Ninth Grade Boys. Research Series, Number 3. ED 026 536
- Katter, Robert V.**
Transmission Fidelity in Document Systems. ED 026 083
- Katz, Elias**
The Retarded Adult in the Community. ED 025 881
- Katzenbach, Edward L.**
Planning Programming Budgeting Systems: PPBS and Education. ED 025 856
- Kauffman, Earl**
The Older Adult as a University Student. ED 025 732
- Kaufman, J. E.**
Practical Application of Polarization and Light Control for Reduction of Reflected Glare. ED 025 933
- Kaufman, Jacob J.**
The Development and Utilization of Human Resources: A Guide for Research. ED 026 464
- Kawin, Marjorie R.**
A Mental Health Consultation Program for Project Head Start. ED 025 776
- Kehoe, Monika, Ed.**
Applied Linguistics: A Survey for Language Teachers. Collier MacMillan Teacher's Library. ED 025 749
- Kelley, Marjorie L.**
It's All Between You and the Machine. ED 025 964
- Kelso, Maurice M.**
Costs of Space in the West. ED 026 150
- Kendra, Lawrence M.**
Housing and Transportation Study: Full-Time Employees. ED 026 060
- Kenney, Helen J.**
Teacher Education: The Young Teacher's View. A Report of Four Regional Conferences for Student Teachers and Beginning Teachers of the Disadvantaged. Project Report Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 332

192 Author Index

- Keough, John J.**
Issues and Outcomes of Teachers' Strikes, 1955-65. ED 025 835
- King, William D.**
A Statement of POSTURE Toward Public Education in New York City. ED 026 417
- Kirwin, Gerald J.**
Inductors and Inductance-Resistance Networks. ED 026 239
- Kives, David**
Planning for Change in English Education. ED 026 377
- Klasek, Charles B.**
Kentucky Network Reaches All the People. ED 025 955
- Klebe, John A., Comp.**
Annotated Bibliography on the Evaluation of Educational Programs. ED 025 857
- Klever, Gerald L.**
The Value Orientations and the Educational Participation of Clergymen. Progress Report. ED 025 724
- Knezevich, S. J.**
The Systems Approach to School Administration: Some Perceptions on the State of the Art in 1967. ED 025 853
- Knopf, Lucille**
Nurse Career-Pattern Study. Part I: Practical Nursing Programs. ED 026 510
- Knox, Alan**
Older People as Consumers of Education. ED 025 716
- Kondo, Allan**
SCIS Elementary Science Sourcebook. ED 026 243
- Kone, Grace Ann, Comp.**
8MM Film Directory. ED 025 952
- Koppes, Wayne F.**
Design Criteria for Learning Spaces. Seating - Lighting - Acoustics. ED 025 931
- Koslin, Sandra Cohen**
A Distance Measure of Racial Attitudes in Primary Grade Children: An Exploratory Study. ED 026 133
- Krakowski, Martin**
Availability and Use of Health Services, Rural-Urban Comparison. ED 026 156
- Kraus, Richard**
Public Recreation and the Negro: A Study of Participation and Administrative Practices. ED 025 816
- Kreps, Juanita M.**
Training and Retraining Older Workers, an Annotated Bibliography. ED 026 472
- Krohn, Pearl S.**
A Program of Action for the Schools in South Dade County, Florida: A Report to the Special Study Committee. ED 026 443
- Kuvlesky, William P.**
Educational Status Projections of Rural Youth: Annotations of the Research Literature. ED 026 189
- Lamb, George**
Appendix L. A Sequence for the Practicum. ED 026 317
- Lambert, Dorothy**
Paperback Grammar for Handbook Writers. ED 026 355
- Landrum, John H.**
Telefacsimile Communication With the Xerox Magnavox Telecopier in Reference and Interlibrary Loans: A Report of a Three-Month Experimental Demonstration Conducted by the South Carolina State Library Board. ED 026 074
- Lanham, Orville E.**
Factors Related to the Adoption of Farm Practices. ED 025 725
- Laws, Ralph**
Training and Retraining Older Workers, an Annotated Bibliography. ED 026 472
- Lee, James O.**
Literary Criticism and the Imagination. ED 026 375
- Lee, Randolph M.**
A Report on University Counselling Services. ED 025 824
- Lee, Robert Ellis**
The Educational Commitment of the American Public Library, 1833-1956. ED 025 693
- Leffard, Warren Lee**
Employment Opportunities and Training Needs for Technicians in the Metalworking Manufacturing Industries of the Central Ohio Valley with Projections Through 1975. ED 026 491
- Lein, Charles D., Comp.**
Selected Proceedings and Information from the 1967 Summer Workshop in Research in Vocational-Technical Education. ED 026 500
- Lencione, Ruth M., Ed.**
Cleft Palate Habilitation; Proceedings of the Annual Symposium on Cleft Palate Habilitation (5th, Syracuse University, New York, May 11-12, 1967). ED 025 876
- Lenning, Oscar**
Student Educational Growth During the First Two Years of College. ED 025 785
- Leonard, James**
The Identification and Analysis of Perceived Problems of Teachers in Inner-City Schools. Occasional Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 335
- LePage, Wilbur R.**
Transient Response of a Second Order System Using State Variables. ED 026 241
- Lewis, Michael**
Error, Response Time and IQ: Sex Differences in Cognitive Style of Preschool Children. ED 026 122
- Lindsey, James M.**
A Longitudinal Investigation of Change in the Factorial Composition of Intelligence with Age in Young School Children. ED 026 149
- Lins, L. J.**
Methodology of Enrollment Projections for Colleges and Universities. ED 025 919
- Linton, Stanley**
The Development of a Planned Program for Teaching Musicianship in the High School Choral Class. Final Report. ED 026 402
- Lippitt, Ronald**
Appendix O. The Human Relations School. ED 026 320
- Lodato, Francis**
Final Report on an Independent Study Program for the Academically Able. ED 025 810
- Lombardi, John**
Unique Problems of the Inner City Colleges. ED 026 057
- Long, Thomas E.**
Counselor Research Training. Final Report. ED 025 818
- Looby, Lawrence E.**
Participation in Pesticide Education Programs and Changes in Opinion Leadership Activities. ED 025 726
- Love, Harold D.**
Teaching the Educable Mentally Retarded. ED 025 878
- Love, Harold D., Ed.**
Mental Retardation; A Basic Guide. ED 025 877
- Lowe, James L.**
The Northwest Missouri State College Studies; Volume XXVII, Number 3, Educational and Occupational Aspirations of High School Seniors, Part I. ED 026 461
The Northwest Missouri State College Studies; Volume XXVII, Number 4; Educational and Occupational Aspirations of High School Seniors. Part II. ED 026 462
- Luke, Robert**
Appendix P. Categorical Breakdown of Interpersonal Area. ED 026 321
- Lunsford, Terry F.**
Who Are Members of the University Community? ED 026 011
- Lyovin, Anatole**
A Chinese Dialect Dictionary on Computer: Progress Report. ED 025 740
- MacCubrey, Mary Katharine**
Verbal Operant Conditioning of Young Mongoloid Children. Final Report. ED 025 891
- Macdonald**
Informal Helping Relationships Among Adults. ED 025 736
- Mackler, Bernard**
A Prekindergarten Program for Four-Year-Olds, with a Review of the Literature on Preschool Education. An Occasional Paper. ED 026 124
- Macmillan, Robert W.**
A Study of the Effect of Socioeconomic Factors on the School Achievement of Spanish-Speaking School Beginners. ED 026 217
- MacMillan, Thomas F.**
Student Characteristics and Change at Napa Junior College. ED 026 035
- Magill, Dennis W.**
The Role of Education in Rural Development. ED 026 190
- Mahan, Thomas W.**
Project Concern - 1966-1968; A Report on the Effectiveness of Suburban School Placement for Inner-City Youth. ED 026 421
- Mairi St. John**
Informal Helping Relationships Among Adults. ED 025 736
- Malik, Joseph A.**
Decision-Making in Community Colleges. ED 026 056
- Malott, Richard W.**
Contingency Management in an Introductory Psychology Course for One Thousand Students. ED 025 821
- Manning, Doris, Ed.**
Recommendations from the White House Conference on Children and Youth for Home Economics Teachers on the Family Today. Part 2. ED 026 474
Recommendations from the White House Conference on Children and Youth for Home Economics Teachers on the Family Today. Part I. ED 026 475

- Manning, John C.**
Inductive Concepts of Teacher Education—The Undergraduate Reading Methods Course. ED 026 209
- Marckwardt, Albert H., Ed.**
Language and Language Learning: Papers Relating to the Anglo-American Seminar on the Teaching of English (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers. ED 026 360
- Margolin, Reuben J., Ed.**
Curriculum Materials Developed from a Conference on the Juvenile Court and Vocational Rehabilitation (April 4-6, 1967, Boston, Massachusetts). ED 025 863
- Martin, Martin**
A Comparison of the Performance of High School Physics Students Using Closely Directed Experiments with that of Students Using Open Ended Experiments. ED 026 262
- Marke, Julius J.**
Copyright and Intellectual Property. ED 026 082
- Marshall, Jane N.**
Aviation -- Where Career Opportunities are Bright, Counselor's Guide. ED 026 481
- Martin, Ann M.**
A Multimedia Approach to Communicating Occupational Information to Noncollege Youth. Technical Report. ED 026 544
- Martin, Claud E.**
Mobile Library Filming Device. ED 026 081
- Martin, Margaret R.**
The Researcher's Role in the Diffusion of an Innovation: A Comparative Study. ED 025 733
- Martin, Warren Bryan**
The Development of Innovation: Making Reality Change. ED 026 004
Education as Intervention. ED 026 000
- Marx, Barbara Spencer**
Informal Conversations and Learning Among Dental Students: Influence of School Design. ED 025 932
- Matthews, Ralph E.**
Landscape Installation and Maintenance: A Junior College Curriculum Guide. ED 026 042
- Mayeske, George W.**
Item Response Analyses of the Educational Opportunities Survey Teacher Questionnaire. ED 025 841
- McConnell, T. R.**
The Attainment of Individuality. ED 026 001
- McCormack, Sister Maureen**
Study of Existing Student Value Patterns for Selected Catholic College Women. Final Report. ED 026 026
- McGinnis, Dorothy J.**
Making the Most of Informal Inventories. ED 026 211
- McGlothery, Glenn Edward**
An Assessment of Science Achievement of Five- and Six-Year Old Students of Contrasting Socio-Economic Backgrounds. ED 026 271
- McGrady, Arnold J.**
Visual and Auditory Learning Processes in Normal Children and Children with Specific Learning Disabilities. Final Report. ED 025 894
- McGrath, Earl J.**
What Does the Small College Have to Sell? ED 026 014
- McInnis, Noel F.**
Getting with Instructional Systems and Getting Instructional Systems with It. ED 026 044
- McIsaac, Donald N., Jr.**
A Time-Cost Management System for use in Educational Planning. ED 025 935
- McKay, Robert B.**
The Student as Private Citizen. ED 026 010
- McLaughlin, Frank**
New Circuits or Short Circuits? ED 026 354
"The Bandits of Orgosolo." ED 026 358
- McLoughlin, William P.**
The Nongraded School: An Annotated Bibliography. ED 026 289
- Mackley, Richard F.**
A Guide to Systematic Planning for Vocational and Technical Schools. Research 22. ED 026 537
- Megargee, Edwin I.**
A Comparison of Delinquent and Non-delinquent Anglo-Americans, Mexican-Americans, and Mexican Nationals. ED 025 788
- Melaragno, Ralph J.**
A Pilot Study to Apply Evaluation-Revision Procedures in First-Grade Mexican-American Classrooms. Final Report. Technical Memorandum Series. ED 026 170
- Menlo, Allen**
A Study of Perceptual and Attitudinal Change Within a Course on Adult Education Methods. ED 025 734
- Merrell, Russell G.**
Some Approaches to Meeting Cultural Deprivation in Students Entering Small Rural Schools. ED 026 181
- Messerli, John H.**
Sights, Sounds, Senses in Step With Reading. Pre-Primer. ED 026 220
Sights, Sounds, Senses in Step with Reading. Primer. ED 026 221
Sights, Sounds, Senses in Step with Reading. Grade 1. ED 026 222
- Messerschmidt, Dale Harvey**
A Study of Part-Time Instructors in Vocational-Technical Education Among Community Colleges in Michigan. ED 025 695
- Meyen, Edward L.**
A Social Attitude Approach to Sex Education for the Educable Mentally Retarded. In-Service Training Materials for Teachers of the Educable Mentally Retarded, Session III. ED 025 872
- Meyer, William J.**
Concept Identification Strategies. Research Project Number 3 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute, November 1, 1967. ED 026 140
- Meyerson, Martin**
Play for Mortal Stakes: Vocation and the Liberal Learning. ED 026 019
- Mezoff, Maurice W.**
Neighborhood Manpower Programs. Manpower Training Series. ED 026 451
- Mial, Dorothy**
Appendix F. Interpersonal Competencies. ED 026 311
- Michaels, David**
Determining with the Definite Article. ED 025 768
- Miedzinski, J.**
The Status of Canadian Educational Television. ED 025 954
- Miller, Albert H.**
Problems of the Minority Student on the Campus. ED 026 018
- Miller, Carroll H.**
A Pilot Project for Vocational Guidance in Economically Underdeveloped Areas. ED 026 527
- Miller, James L., Jr.**
An Introduction to Budgetary Analysis. ED 025 826
- Miller, James O.**
Diffusion of Intervention Effects in Disadvantaged Families. ED 026 127
- Miller, Juliet V.**
Student Behavior and Climate. CAPS Current Resources Series. ED 025 825
- Miller, Mary Rita**
Teaching English to the Indian of the Plains and the Northwest. ED 025 748
- Mink, Oscar G.**
Dropout Proneness in Appalachia. Research Series 3. ED 026 188
- Miron, Murray S.**
Experiments in Grammatical Processing in Children. Research Project Number 1 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967. ED 026 138
- Misling, Lorraine, Ed.**
Selected Readings in Business and Office Occupations—Designed Especially for the Classroom Teacher. National Business Education Yearbook, No. 5. ED 026 514
- Mock, Kathleen R.**
Impressions from Interviews of Transfer Students Participating in a Study of Selected Student Types on Three University of California Campuses. ED 026 005
- Mogi, Hitoshi**
General Guide for Community College System Physical Planning. 2nd Printing. ED 025 907
- Monypenny, Phillip**
The Student as a Student. ED 026 007
- Moore, Richard O.**
A Demonstration Training Program for Potential School Dropouts. A Service Station Training School for Dropout-Prone Students. ED 026 526
- Morgan, Daryle Whitney**
Status and Pre-Employment Training Requirements of Welding Tradesmen, Technicians, and Technologists. ED 026 492
- Morphet, Edgar L.**
Basic Principles, Concepts, and Issues. Part One, Educational Organization and Administration: Concepts, Practices, and Issues. Second Edition. Prentice-Hall Education Series. ED 025 828
- Morris, Joyce**
Barriers to Successful Reading for Second-Language Students at the Secondary Level. ED 025 744
- Moss, Robin**
"News!" A Successful ETV Competition in Malta. ED 025 958
- Mueller, Theodore H.**
Immediate Audio and Visual Confirmation; "Breakthrough" for the Low-Aptitude Language Student. ED 025 949

194 Author Index

- Murphy, George M.**
One Down, Two to Go
ED 025 789
- Murphy, Sidney E., Comp.**
Adult Basic Education; A Bibliography from the Educational Materials Center.
ED 025 737
- Mycue, Elena Ines de Los Santos**
Testing in Spanish and the Subsequent Measurement of English Fluency.
ED 026 193
- Myrick, Richard**
Informal Conversations and Learning Among Dental Students: Influence of School Design.
ED 025 932
- Neal, Mary V.**
Disaster Nursing Preparation. Report of a Pilot Project Conducted in Four Schools of Nursing and One Hospital Nursing Service.
ED 026 477
- Neisworth, John T.**
Influences of an Advance Organizer on the Verbal Learning and Retention of Educable Mental Retardates; A Comparison of Educable Mentally Retarded and Intellectually Normal Performances. Final Report.
ED 025 883
- Nelson, Norbert J.**
A Feasibility Study of Providing Regional Data Processing Services.
ED 025 833
- Nemanich, Donald**
The Syntax of Children's Writing.
ED 026 356
- Nesius, Ernest J.**
Public Affairs Series. No. 3, The Rural Society in Transition; An Historical Examination of the Rural Society with Emphasis on Ways To Assist our Rural Society to Maximize Its Economic and Social Positions During the Present Period of Rapid Transition to an Urban-Industrial Culture.
ED 026 160
- Newmark, Gerald**
A Pilot Study to Apply Evaluation-Revision Procedures in First-Grade Mexican-American Classrooms. Final Report. Technical Memorandum Series.
ED 026 170
- Newton, M. R.**
A Preventive Approach to Developmental Problems in School Children.
ED 025 799
- Noble, Sidney**
Housing and Transportation Study: Full-Time Employees.
ED 026 060
- Noland, James R.**
Special Training Institute on Problems of School Desegregation. Final Report.
ED 026 433
- Norris, Mildred W.**
Sights, Sounds, Senses in Step With Reading. Pre-Primer.
ED 026 220
Sights, Sounds, Senses in Step with Reading. Primer.
ED 026 221
Sights, Sounds, Senses in Step with Reading. Grade 1.
ED 026 222
- Norris, Virginia**
Educational Methods Used in Presenting Consumer Information to Homemakers Living in Low Income Urban Areas.
ED 025 683
- Obrecht, Dean H.**
Pattern Drill and Communicative Activity: A Psycholinguistic Experiment.
ED 025 977
- Olfesh, Gabriel D.**
Dial Access Information Retrieval Systems: Guidelines Handbook for Educators. Final Report.
ED 025 682
- Oller, John W.**
Pattern Drill and Communicative Activity: A Psycholinguistic Experiment.
ED 025 977
- Oller, Robert G.**
Human Factors Data Thesaurus, an Application to Task Data. Final Report, January 2, 1967 - October 31, 1967.
ED 026 076
- Olson, Don A.**
Visual and Auditory Learning Processes in Normal Children and Children with Specific Learning Disabilities. Final Report.
ED 025 894
- Oppelt, Marlon O.**
Attitude of Community College Instructors Toward Student Groups as a Function of Certain Teacher Characteristics.
ED 026 072
- Orlich, Donald C.**
The Development of an Information System for Teacher Turnover in Public Schools (Including Uniform Reporting and a Computer Program).
ED 026 345
- Osborne, R. Travis**
A Longitudinal Investigation of Change in the Factorial Composition of Intelligence with Age in Young School Children.
ED 026 149
- Oso, Nicholas A., Ed.**
Higher Education Facilities Classification and Inventory Procedures Manual.
ED 025 901
- Oswin, Maureen**
Behaviour Problems Amongst Children With Cerebral Palsy.
ED 025 882
- Ott, Elizabeth**
Instructional Improvement Program in Language and Reading for Selected Subculture Groups in the Southwest.
ED 026 228
- Otto, Wayne**
Junior and Senior High School Teachers' Attitudes Toward Teaching Reading in the Content Areas.
ED 026 226
- Overfield, Ruth**
The State's Role in Improving Reading Instruction—A State Pattern in California.
ED 026 216
- Owens, Charles S.**
The American Indian High School Dropout in the Southwest.
ED 026 195
- Padham, Elwood**
Industrial Arts and Technology in Maine, A Study of American Industry. A Guide for Secondary Schools in Maine.
ED 026 449
- Painter, Genevieve**
The Effect of a Structured Tutorial Program on the Cognitive and Language Development of Culturally Disadvantaged Infants.
ED 026 110
A Rationale for a Structured Educational Program and Suggested Activities for Culturally Disadvantaged Infants.
ED 026 112
- Paisley, William J.**
Information Source Preference as a Function of Physical and Psychological Distance from the Information Object.
ED 026 101
- Palmer, Fred M.**
Public Address Systems. Specifications - Installation - Operation.
ED 025 910
- Palmer, Henry Benjamin Abiodun**
Indicating Essentials of Secondary School Algebra: A Comparative Analysis of British, United States, and Entebbe Programs.
ED 026 242
- Palola, Ernest G.**
Qualitative Planning: Beyond the Numbers Game.
ED 025 994
- Palomba, Neil A., Ed.**
An Interdisciplinary Approach to Manpower Research.
ED 026 485
- Paniagua, Lita**
Role Play in New Careers Training.
ED 025 820
- Park, Nahm-Sheik**
Some Basic Assumptions in Transformational Linguistics.
ED 025 762
- Parker, Edwin B.**
Bibliographic Citations as Unobtrusive Measures of Scientific Communication.
ED 026 075
- Parsons, Herbert S., And Others**
The Pre-Retirement Years: A Longitudinal Study of the Labor Market of the Cohort of Men 45-59 Years of Age. Vol. I.
ED 026 525
- Parry, Ernest Bruce**
Research and Development Study of State Funding and Business Management Procedures in Community Colleges and Technical Institutes in the State of North Carolina: An Investigation of Cost Differentials Between Trade, Technical, and College Parallel Curricula—Vol. I; Policy Manual—Vol. II; Accounting Manual—Vol. III.
ED 026 033
- Patterson, C.H.**
The Selection of Counselors.
ED 025 777
- Payzant, Thomas**
Approaches to the Analysis of School Costs, an Introduction.
ED 025 832
- Pearl, Arthur**
The Bethel Project. Project Report Three, the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.
ED 026 333
- Peck, Robert F.**
Research and Development Center for Teacher Education.
ED 026 298
- Pedtko, Dorothy A.**
Reference List of Materials for English as a Second Language. Supplement: 1964-1968.
ED 025 773
- Peel, Donald Naylor**
The Philosophy of Adult Education of the Anglican Church of Canada.
ED 025 710
- Perkins, Carl D.**
Vocational Education Amendments of 1968. 1968. Report No. 1938.
ED 026 505
- Periberg, A.**
Preparation of Teachers for Vocational-Technical Schools in Israel. Final Report.
ED 026 543
- Perlsh, Harvey Neil**
Wordland Workshop.
ED 025 946
- Peterson, Richard E.**
Reform in Higher Education—Goals of the Right and of the Left.
ED 026 016
- Petty, Walter T., Ed.**
Research in Oral Language.
ED 026 370
- Pfeiffer, John**
Decision Making in Action. Chapter 2, New Look at Education: Systems Analysis in our Schools and Colleges.
ED 025 838
- Phair, Tom S.**
A Profile of New Faculty in California Community Colleges.

- Phelps, Eugene**
Adventures in United States History. Unit 4:
The Civil War Divides the North and South.
ED 026 059
- Photiadis, John**
Change in the Rural Southern Appalachian
Community. Research Series 7.
ED 026 187
- Piele, Philip**
Planning Systems in Education.
ED 025 855
- Pinnock, Theodore James**
A Comparison of the Effectiveness of Film and
Bulletin in Transmitting Knowledge to Negro 4-
H Club Local Leaders in Alabama and Cauca-
sian 4-H Club Local Leaders in Wisconsin.
ED 025 698
- Plaister, Ted**
Reading Instruction for College Level Foreign
Students.
ED 025 745
- Plastre, Guy**
Reflexions sur la Methodologie Audio-Visuelle
Structuro-Globale en Regard des Principes
Generaux de la Didactique des Langues
Secondes (Thoughts on the Structural-Global
Audio-Visual Methodology in Second Language
Instruction).
ED 025 965
- Pletsch, Douglas H.**
Communication Concepts for Adult Educators.
ED 025 727
- Politzer, Robert L.**
Toward Psycholinguistic Models of Language
Instruction.
ED 025 743
- Poll, Richard D.**
Education for Freedom and World Understanding:
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ED 026 351
- Rousseau, Leon**
Appendix B. A Conceptual Model for the Teaching of Elementary Mathematics.
ED 026 307
Appendix H. Sample Task Analysis: Behavioral Objectives for ComField Laboratory.
ED 026 313
Appendix I. An Experimental Model for Preparing Teachers to Develop Behavioral Objectives; the Washington State University and Bellevue (Washington) Public Schools Career Teaching Project.
ED 026 314
Appendix J. An Experimental Model to Enable Instructional Managers to Demonstrate Interaction Competency.
ED 026 315
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Information Searching Behavior of Physicians.
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Appendix A. A First Approximation to a Taxonomy of Learner Outcome.
ED 026 306
Appendix Z. Classes of Measures Used in the Behavioral Sciences, the Nature of the Data That Derive from Them, and Some Comments as to the Advantages and Disadvantages of Each.
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Appendix R. A Basic Communication Skill for Improving Interpersonal Relationships. ED 026 323
Appendix V. Charting the Decision-Making Structure of an Organization. ED 026 327
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ED 026 147
- Yousef, Fathi S.**
Cross-Cultural Testing: An Aspect of the Resistance Reaction.
ED 025 769
- Yunker, John A.**
Small Group Counseling: A Potential Means of Confronting Adjustment Problems in the Lower Elementary School.
ED 025 796
- Zaeske, Arnold**
The Diagnosis of Sensory-Motor Disabilities.
ED 026 200
- Zaharevitz, Walter**
Aviation - Where Career Opportunities are Bright, Counselor's Guide.

- Zancanella, James, Comp.**
Selected Proceedings and Information from the 1967 Summer Workshop in Research in Vocational-Technical Education.
ED 026 500
- Zigler, Edward**
Social Class and the Socialization Process: A Review of Research.
ED 026 415
- Zigmond, Naomi K.**
Auditory Learning. Dimensions in Early Learning Series.
ED 025 869
- Zimpfer, David G.**
A Comparison of Approaches to Group Counseling.
ED 025 807
- Zober, Edith**
A Demonstration of Reorientation of Illegitimately Pregnant Teenage Girls Living in Rural Areas.
ED 025 798
- Zuchowski, John M.**
Educating Apache Indian Children in a Public School System. Final Report of the Fort Thomas Diverse Capacity Project.
ED 026 182

Institution Index

This index lists the titles of documents under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title number. Additional information about the document can be found under that number in the résumé section.

Sacramento State College, Calif.

Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writings and Research Findings, Final Report.

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ED 025 791

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ED 026 476

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Information, An Exploitable Commodity.
ED 026 090

Alabama Univ., University.
A Study of the Development in Logical Judgments in Science of Successful and Unsuccessful Problem Solvers in Grades Four Through Nine.
ED 026 249

Alaska Governor's Committee on Education, Juneau.
An Overall Education Plan for Rural Alaska.
ED 026 194

Albert Einstein College of Medicine, Bronx, N.Y. Dept. of Psychiatry.
A Methodology for Fostering Abstract Thinking in Deprived Children.
ED 026 131

Allegheny County Schools, Pittsburgh, Pa.
Comprehensive Pupil Services for all Children.
ED 025 806

Altoona Area School District, Pa.
Counselor Research Training. Final Report.
ED 025 818

American Association for Health, Physical Education and Recreation, Washington, D.C.
Teaching Nutrition in the Elementary School.
ED 026 148
Teaching Safety in the Elementary School.
ED 026 147

American Association for Inhalation Therapy, Riverside, Calif.
Guide Book for an Approved School of Inhalation Therapy.
ED 026 511

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ED 026 068

American Association of Colleges and Universities, Washington, D.C.
A Strategy for Campus Peace.
ED 025 991

American Association of Colleges for Teacher Education, Washington, D.C.
The Bethel Project. Project Report Three, the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.
ED 026 333

Design and Default in Teacher Education. Occasional Paper Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.
ED 026 336

Excellence in Teacher Education: 1969 Distinguished Achievement Awards of the American Association of Colleges for Teacher Education.
ED 026 347

The Identification and Analysis of Perceived Problems of Teachers in Inner-City Schools. Occasional Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.
ED 026 335

The Preparation of Urban Teachers: A Proposed Syllabus. Working Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.
ED 026 337

Professional Teacher Education II: A Programmed Design Developed by the AACTE Teacher Education and Media Project.
ED 026 294

School Personnel Made Eligible for Initial Certification Through Mat Programs; A Directory of Institutions, with Data.
ED 026 348

Studies in Deprivation. Occasional Paper, Special. NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.
ED 026 334

Teacher Education: The Young Teacher's View. A Report of Four Regional Conferences for Student Teachers and Beginning Teachers of the Disadvantaged. Project Report Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.

ED 026 332

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Methodology of Enrollment Projections for Colleges and Universities.
ED 025 919

American Association of Junior Colleges, Washington, D.C.
100,000 and Under: Occupational Education in the Rural Community Junior College.
ED 026 037

The Assessment of Junior College Environments.
ED 026 049

To Educate Pilots.
ED 026 055

Educational Thoroughfare.
ED 025 921

Personality Characteristics of College and University Faculty: Implications for the Community College.
ED 026 048

The Role of Junior Colleges in Educational Programs in Radiologic Technology.
ED 026 498

American Association of Medical Record Librarians, Chicago, Ill.
Essentials of an Acceptable School for Medical Record Technicians.
ED 026 478

American Association of University Women, Washington, D.C.
The New Mass Media Challenge to a Free Society.
ED 025 941

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ED 026 244

American College of Chest Physicians, Chicago, Ill.
Guide Book for an Approved School of Inhalation Therapy.
ED 026 511

American Council on Education, Washington, D.C.
The Future Academic Community: Continuity and Change.
ED 025 812

202 Institution Index

- American Council on the Teaching of Foreign Languages, New York, N.Y.**
A Selective Bibliography of Works Related to the Teaching of Slavic Languages and Literatures in the United States and Canada, 1942-1967.
ED 025 988
- American Dental Association, Chicago, Ill.**
Accreditation in Dental Hygiene.
ED 026 453
- American Educational Research Association, Washington, D.C.**
Listening. What Research Says to the Teacher, No. 29.
ED 026 120
Student Educational Growth During the First Two Years of College.
ED 025 785
- American Home Economics Association, Washington, D.C.**
Family Relations and Child Development; Home Economics Research Abstracts 1967.
ED 026 502
- American Institutes for Research, Pittsburgh, Pa.**
Data Archives as Resources for Research, Instruction, and Policy Planning: The Project Talent Data Bank.
ED 025 804
A Factor Analysis of Project Talent Tests and Four Other Test Batteries. Project TALENT.
ED 025 819
- American Institutes for Research, Washington, D.C.**
A Pilot Evaluation of Instructional Material Centers. Final Report.
ED 025 889
- American Inst. of Physics, New York, N.Y.**
Directory of Physics & Astronomy Faculties 1968-1969, United States, Canada, Mexico.
ED 026 268
- American Medical Association, Chicago, Ill.**
Guide Book for an Approved School of Inhalation Therapy.
ED 026 511
- American Medical Association, Chicago, Ill. Council on Medical Education.**
Essentials of an Acceptable School for Medical Record Technicians.
ED 026 478
Essentials of an Acceptable School for Certified Laboratory Assistants.
ED 026 479
Essentials of an Acceptable School of Cytotechnology.
ED 026 480
- American Personnel and Guidance Association, Washington, D.C.**
A Comparison of Approaches to Group Counseling.
ED 025 807
Counselor-Client Diagnostic Agreement and Perceived Outcomes of Counseling: A Progress Report.
ED 025 779
Similarities and Differences of Marathon and Ongoing Strength Groups.
ED 025 780
- American Physical Therapy Association, New York, N.Y.**
[The Physical Therapy Aide: Collection of Guidelines and Policy Statement.]
ED 026 494
Training and Utilization of the Physical Therapy Assistant; Policy Statement Adopted by the 1967 House of Delegates.
ED 026 493
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A Comparison of Delinquent and Non-delinquent Anglo-Americans, Mexican-Americans, and Mexican Nationals.
ED 025 788
Computer-Assisted Synthesis of Psychometric Data in Vocational Counseling.
ED 025 787
Contingency Management in an Introductory Psychology Course for One Thousand Students.
ED 025 821
- A Mental Health Consultation Program for Project Head Start.**
ED 025 776
- American Society of Anesthesiologists, Park Ridge, Ill.**
Guide Book for an Approved School of Inhalation Therapy.
ED 026 511
- American Society of Clinical Pathologists, Chicago, Ill.**
Essentials of an Acceptable School for Certified Laboratory Assistants.
ED 026 479
Essentials of an Acceptable School of Cytotechnology.
ED 026 480
- American Univ., Washington, D.C.**
An Investigation of the Current Role of Publicity in the Washington, D. C. Manpower Development and Training Act Program with a Proposed Public Relations Program for the Future.
ED 025 700
- Arizona State Univ., Tempe. Industrial Design and Technology.**
A Study to Determine the Feasibility of Establishing a National Program for Training Skilled Aviation Personnel.
ED 026 495
- Arizona Univ., Tucson.**
The Ability to Conserve Quantity of Liquid and Its Relationship to Socio-Economic Background, Intelligence, and Achievement Among Selected Fourth Grade Pupils.
ED 026 266
- Arizona Univ., Tucson. Dept. of Agricultural Education.**
Planning and Conducting Cooperative Education Programs in Agriculture in the State of Arizona. A Manual of Guidelines and Procedures.
ED 026 515
- Arizona Western States Small Schools Project, Phoenix.**
Educating Apache Indian Children in a Public School System. Final Report of the Fort Thomas Diverse Capacity Project.
ED 026 182
- Army Electronics Command, Fort Monmouth, N.J.**
Development and Evaluation of a Large-Scale System for Selective Dissemination of Information (SDI). Research and Development Technical Report.
ED 026 098
- Association of American Colleges, Washington, D.C.**
Play for Mortal Stakes; Vocation and the Liberal Learning.
ED 026 019
Problems of the Minority Student on the Campus.
ED 026 018
The Radical Faculty - What Are Its Goals?
ED 026 017
Reform in Higher Education-Goals of the Right and of the Left.
ED 026 016
What Should Be the Role of Afroamerican Education in the Undergraduate Curriculum?
ED 026 015
- Association of Departments of English, New York, N.Y.**
The English Department and the Challenge of Racism.
ED 026 407
The Graduate Record Examination: A Minority Statement and a Prediction.
ED 026 409
Minding Our Own Business.
ED 026 408
- Association of Universities and Colleges in Canada, Ottawa (Ontario).**
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ED 025 986
- Ball State Univ., Muncie, Ind.**
Design and Default in Teacher Education. Occasional Paper Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.
ED 026 336
The Identification and Analysis of Perceived Problems of Teachers in Inner-City Schools. Occasional Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.
ED 026 335
The Preparation of Urban Teachers: A Proposed Syllabus. Working Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.
ED 026 337
Studies in Deprivation. Occasional Paper, Special. NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.
ED 026 334
Teacher Education: The Young Teacher's View. A Report of Four Regional Conferences for Student Teachers and Beginning Teachers of the Disadvantaged. Project Report Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.
ED 026 332
- Bank Street Coll. of Education, New York, N.Y.**
Auxiliary School Personnel Programs for Rural America.
ED 026 338
- Berkeley Unified School District, Calif.**
Integration of the Berkeley Elementary Schools: A Report to the Superintendent.
ED 026 438
- Biological Sciences Curriculum Study, Boulder, Colo.**
About BSCS Biology.
ED 026 256
- Boston Coll., Chestnut Hill, Mass.**
A Study of the Problems of Italian Universities and Current Plans for Inducing Change. Final Report.
ED 026 030
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A Report on the Schools of Boston - 1962.
ED 025 936
- Boston Univ., Mass. Metrocenter.**
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ED 025 692
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Beyond Ability. ED 025 993

The Development of Innovation: Making Reality Change. ED 026 004

Education as Intervention. ED 026 000

Education for Creativity, A Modern Myth? ED 025 999

Impressions from Interviews of Transfer Students Participating in a Study of Selected Student Types on Three University of California Campuses. ED 026 005

Liberal Studies and College Environments in Engineering Education--What Aims, What Effect? ED 025 997

Qualitative Planning: Beyond the Numbers Game. ED 025 994

Students' Education of One Another. ED 025 995

Student Subcultures Reviewed and Revisited. ED 026 003

Today's and Tomorrow's Students. ED 025 998

The Utilization of the College and University Teacher. ED 026 002

Vocational Dispositions of the Nonconformist, Collegiate Dropouts. ED 026 006

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Intellect and Commitment: The Faces of Discontent. ED 025 996

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Rural to Urban Adjustment. ED 026 157

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A Comprehensive Model for Managing an ESEA Title III Project from Conception to Culmination. Report No. 3 of the Second National Study of PACE. ED 025 859

Evaluation and "Pace": A Study of Procedures and Effectiveness of Evaluation Sections in Approved Pace Projects, with Recommendations for Improvement. [Report No. 1 of the Second National Study of PACE.] ED 025 858

PACE: Catalyst for Change. Report No. 6 of the Second National Study of PACE. ED 025 862

The Views of 920 PACE Project Directors. Report No.5 of the Second National Study of PACE. ED 025 861

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Learning Readiness in Two Jewish Groups: A Study in "Cultural Deprivation." An Occasional Paper. ED 026 126

A Prekindergarten Program for Four-Year-Olds, with a Review of the Literature on Preschool Education. An Occasional Paper. ED 026 124

Public Recreation and the Negro. A Study of Participation and Administrative Practices. ED 025 816

Central Midwestern Regional Educational Lab., Inc., Memphis, Tenn.

Educational Assessment - Memphis. ED 025 938

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A Study of Classroom Interaction and Thinking. Interim Report. ED 026 344

Cerritos Coll., Norwalk, Calif.

An Analysis of the Courses Failed by Freshmen Students on Academic Probation. ED 026 064

Chamber of Commerce of the United States, Washington, D.C.

Target: Employment. ED 026 470

Chicago Univ., Ill.

The Educational Commitment of the American Public Library, 1833-1956.

- ED 025 693
A Growth Model of Institutions of Adult Education.
- ED 025 709
The Measurement of Educative Behavior and Its Relationship to the Leisure Satisfaction of College Alumni.
- ED 025 694
Perceptual Mode Dominance: An Approach to Assessment of First Grade Reading and Spelling.
- ED 026 132
The Teaching Tasks Performed by Adult Self-Teachers.
- ED 025 702
Chicago Univ., Ill. Dept. of Guidance and Counseling Services.
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- ED 025 796
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- ED 025 874
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- ED 025 879
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A Curriculum of Training for Parent Participation in Project Head Start.
- ED 026 144
Sex Education and the New Morality. A Search for a Meaningful Social Ethic.
- ED 025 793
Church Society for Coll. Work, Cambridge, Mass.
Case Studies in the Campus Ministry.
- ED 025 823
City Univ. of New York, N.Y. City Coll.
Job Values of Educationally Disadvantaged Students.
- ED 025 809
Civil Service Commission, Washington, D.C.
Study of Minority Group Employment in the Federal Government.
- ED 026 519
Clayton Public School System, Mo.
Development and Implementation of a Comprehensive Evaluation and Reporting System for Kindergarten and Primary Grade Schools. Final Report.
- ED 026 116
College Entrance Examination Board, New York, N.Y.
Comparative Guidance and Placement Program: An Experimental Program for Junior Colleges. Progress Report.
- ED 026 053
Colorado State College, Greeley.
A Comparison of Interest Level and Problem Solving Accuracy Generated by Single Concept Inductive and Deductive Science Films, Research Study Number 1.
- ED 026 250
Colorado State Univ., Ft. Collins.
Mental Health and Manpower Employment Adjustment for Psychiatric Patients, MDTA Experimental and Demonstration Findings.
- ED 026 466
Colorado Univ., Boulder. Lab. of Educational Research.
An Evaluation of the Educational Program of a High School Using a Modular Schedule: A Follow-Up Study.
- ED 025 840
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged. Social Class and the Socialization Process: A Review of Research.
- ED 026 415
Columbia Univ., New York, N.Y. Horace Mann-Lincoln Inst. for School Experimentation.
Wireless Observation. Horace Mann - Lincoln Institute Papers.
- ED 025 871
Columbia Univ., New York, N.Y. Inst. of Psychological Research.
Sex Differences in Mental and Behavioral Traits.
- ED 026 117
Commission on Civil Rights, Washington, D.C.
Cycle to Nowhere.
- ED 026 418
Directory of Federal Officials with Liaison Responsibility for Programs of Special Interest to Mexican Americans.
- ED 026 155
Communication Service Corp., Washington, D.C.
The Tex-Tec Syllabi; Courses of Study for Library Technical Assistant, Prepared for the Texas State Library.
- ED 026 107
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- ED 026 252
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- ED 026 290
Construction Specifications Inst., Inc., Washington, D.C.
CSI Manual of Practice.
- ED 025 920
Cooperative Educational Services Center, Winsted, Conn.
One Down, Two to Go!
- ED 025 789
Cornell Univ., Ithaca, N.Y.
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- ED 025 712
Cornell Univ., Ithaca, N.Y. Southeast Asia Program.
Colloquial Sinhalese.
- ED 025 759
Council for the Advancement of Small Colleges, Washington, D.C.
Campus Climate and Development Studies, Their Implications for Four Year Church Related Colleges.
- ED 025 782
What Does the Small College Have to Sell?
ED 026 014
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- ED 025 824
Council of Graduate Schools in the U.S., Washington, D.C.
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- ED 026 022
Cubberley (Elwood P.) Senior High School, Palo Alto, Calif.
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- ED 026 263
Cuyahoga Community Coll., Cleveland, Ohio.
Housing and Transportation Study: Full-Time Employees.
- ED 026 060
Cybernetics Research Inst., Inc., Washington, D.C.
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- ED 025 945
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CARLOS: Computer-Assisted Instruction in Spanish at Dartmouth College.
- ED 025 972
Defense Documentation Center for Scientific and Technical Information, Alexandria, Va.
A DDC Bibliography on Microfiche, Microfilm and Related Equipment, Volume 1.
- ED 026 087
Delaware Univ., Newark.
Influences of an Advance Organizer on the Verbal Learning and Retention of Educable Mental Retardates; A Comparison of Educable Mentally Retarded and Intellectually Normal Performances. Final Report.
- ED 025 883
Denver Univ., Colo. Coll. of Law.
Campus Freedom and Order.
- ED 026 013
The Private-Public Legal Aspects of Institutions of Higher Education.
- ED 026 008
The Student as a Student.
- ED 026 007
The Student as Private Citizen.
- ED 026 010
The Student as University Resident.
- ED 026 009
Students, Higher Education, and the Law.
- ED 026 012
Who Are Members of the University Community?
- ED 026 011
Department of Agriculture, Washington, D.C. Federal Extension Service.
Classification Outline for Extension Research Materials.
- ED 025 689
Department of Health, Education and Welfare, Washington, D.C.
Federal Interagency Day Care Requirements, Pursuant to Sec. 522 (D) of the Economic Opportunity Act.
- ED 026 145
Good Camping for Children and Youth of Low Income Families; Some Suggestions for Camps Concerned About Providing Equal Opportunities for Children and Youth.
- ED 026 420

Department of Labor, Washington, D.C.
Federal Interagency Day Care Requirements,
Pursuant to Sec. 522 (D) of the Economic Op-
portunity Act.

ED 026 145

**Detroit Public Schools, Mich. Dept. of
Research and Development.**
Evaluation of the In-School Youth Work-Train-
ing Project for Fourteen and Fifteen Year Old
Youth.

ED 026 501

**District Court, Kansas City. Western
District of Missouri.**
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Discipline in Tax Supported Institutions of
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ED 025 805

Duke Univ., Durham, N.C.
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ED 025 711

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Fairport, N.Y.**
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um.

ED 026 257

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ED 026 156

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Antonio, Tex.**
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Grade 8-Geoscope.]

ED 026 264

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New York, N.Y.**
8MM Film Directory.

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Bibliography Series 13, Instructional Equipment
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Bibliography Series 14, Curriculum.

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Bibliography Series 15, Achievement.

ED 026 281

Science Education Information Report, General
Bibliography Series 16, Teacher Resource
Materials.

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Bibliography Series 17, Science and Society,
History of Science Education, Science History,
General Studies and Surveys.

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Bibliography Series 18, Legislative Acts and
Reports, Administration and Supervision,
Science Facilities.

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tional Objectives, Learning Theories and
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Education.**
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Proposed Syllabus. Working Paper One, NDEA
National Institute for Advanced Study in
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Mental Health and Manpower Employment Ad-
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mental and Demonstration Findings.

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New York, N.Y.**
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Nashville, Tenn. Div. of Surveys and Field
Services.**
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Nashville, Tenn. Inst. on Mental
Retardation and Intellectual Development.**
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Development Kits and the Initial Teaching
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Factorial Composition of Intelligence with Age
in Young School Children.

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itiating, Developing, and Evaluating Programs
at the Post High School Level to Prepare Food
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Elementary School by Means of Curriculum
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position, K-6.

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position.

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Composition, Grades K-6.

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Project, Lincoln, Nebr.**
Great Plains School District Organization Pro-
ject. Project Report for Nebraska.

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the Part-Time B.A. Program at the University
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Antonio, Tex.**
Evaluation of the Bilingual Project of Harlan-
dale Independent School District, San Antonio,
Texas, in the First and Second Grades of Four

206 Institution Index

- Elementary Schools during 1967-68 School Year. ED 026 158
- Hartford City Board of Education, Conn.**
The Hartford-Hotchkiss Greater Opportunity Program: Interim Report to the State Department of Education and the Hartford Board of Education. ED 026 422
- Hartford Public Schools, Conn.**
Project Concern - 1966-1968; A Report on the Effectiveness of Suburban School Placement for Inner-City Youth. ED 026 421
- Harvard Univ., Cambridge, Mass.**
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- Harvard Univ., Cambridge, Mass. Center for International Affairs.**
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- Hope Coll., Holland, Mich.**
Learning and Student Interaction in Small Self-Directed College Groups. Final Report. ED 026 027
- Idaho Univ., Moscow. Bureau of Educational Research and Services.**
Idaho School District Organization Project. Report of the April Conference; Planning for School District Organization in Idaho. ED 026 520
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A Pilot Project for Vocational Guidance in Economically Underdeveloped Areas. ED 026 527
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- Illinois Univ., Urbana.**
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Teacher Aides: A Status Report. ED 026 295
- Indiana State Univ., Terre Haute. Curriculum Research and Development Center.**
Teacher Aides: A Status Report. ED 026 295
- Indiana Univ., Bloomington.**
An Analysis of the Custodial Training Programs in Indiana School Corporations. ED 025 697
A Comparative Study of the Effectiveness of a Multi-Media Systems Approach to Harvard Project Physics with Traditional Approaches to Harvard Project Physics. ED 026 258
The Effect of Participation Training on the Self-System. ED 025 706
The Philosophy of Adult Education of the Anglican Church of Canada. ED 025 710
A Q-Sort Instrument for Measuring Attitudes Toward the Educational Conditions of the Indiana Plan. ED 025 708
A Study of Delayed Achievement in a Short-Term Adult Education Program. ED 025 714
- Indiana Univ. Foundation, Bloomington.**
American Political Behavior, Book I. Interim Report. ED 026 400
- Indian National Scientific Documentation Centre, Delhi.**
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- Infotronics, Inc., Cambridge, Mass.**
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Systems Design and Pilot Operation of a Regional Center for Technical Processing for the Libraries of the New England State Universities. NELINET. New England Library Information Network. Progress Report, July 1, 1967 - March 30, 1968. Volume II, Appendices. ED 026 079
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Sex Role Typing in the Preschool Years: An Overview. ED 026 134
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Developing Effective Managers. ED 025 685
- Institute of Urban Life, Chicago, Ill.**
Natural Library Service Zones, A Report to the North Suburban Library System. ED 026 108
- International Reading Association, Newark, Delaware.**
The First Grade Reading Studies: Findings of Individual Investigations. ED 026 225
- International School of Milan (Italy).**
International Conference, The Teaching of Modern Languages To-day (2nd, Milan, Italy, September 11-12, 1967). ED 025 974
- Iowa Childrens Home Society, Des Moines.**
A Demonstration of Reorientation of Illegitimately Pregnant Teenage Girls Living in Rural Areas. ED 025 798
- Iowa State Dept. of Public Instruction, Des Moines.**
A Social Attitude Approach to Sex Education for the Educable Mentally Retarded. In-Service Training Materials for Teachers of the Educable Mentally Retarded, Session III. ED 025 872
Special Education Curriculum Development Center; An In-Service Training Approach. ED 025 865
- Iowa State Univ. of Science and Technology, Ames.**
Analysis of Tasks in Three Home Related Occupations. ED 026 484
Clinical Evaluation of Predictive Data for Prospective Home Economics Teachers. ED 026 454
Management Problems of Young Employed Homemakers. ED 026 483
Recognized Problems of Single Girls in Iowa Entering the Work World Following High School Graduation. ED 026 482
- Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.**
An Interdisciplinary Approach to Manpower Research. ED 026 485
- Iowa Univ., Iowa City.**
The Status of Science Education in Iowa High Schools. ED 026 247
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A Social Attitude Approach to Sex Education for the Educable Mentally Retarded. In-Service Training Materials for Teachers of the Educable Mentally Retarded, Session III. ED 025 872
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Special Education Curriculum Development Center; An In-Service Training Approach. ED 025 865
- Jewish Employment and Vocational Service, St. Louis, Mo.**
Survey of Employer Experience and Opinions Concerning Mentally Retarded Persons as Employees. ED 026 506
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The Continued Development of the Structural Approach. ED 025 970
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Sights, Sounds, Senses in Step with Reading Primer. ED 026 221
Sights, Sounds, Senses in Step with Reading. Grade 1. ED 026 222
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Los Angeles Public Library, Calif.

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Report of Library Services and Construction Act Project # 2842, July 1 - December 31, 1966. ED 026 092

Report of Library Services and Construction Act Project # 2842, January 1 - June 30, 1967. ED 026 093

Report of Library Services and Construction Act Project # 2842, July 1 - December 31, 1967. ED 026 094

Los Angeles Unified School District, Calif.

Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Division of Elementary Education. ED 026 232

Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Division of Secondary Education. ED 026 233

Los Angeles Unified School District ESEA Title I Components - Evaluation Reports. Special Education and Supportive Services. ED 026 234

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Manhattan Coll., Bronx, N.Y.

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Massachusetts Inst. of Tech., Cambridge.

Sensory Aids Evaluation Development Center. ED 025 870

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An Evaluation of Educational Development Programs in Higher Education. Final Report. ED 026 031

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Problems of Language Development in the Retarded: A Discussion of Olson's Review. Studies in Language and Language Behavior, Progress Report IV. ED 025 886

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Michigan Univ., Ann Arbor. Div. of Vocational and Technical Education.

A State Program for the Development of Persons for Leadership Roles in the Administration of Local Programs of Vocational and Technical Education. Final Report. ED 026 523

Michigan Univ., Ann Arbor. Survey Research Center.

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Research Implications for Educational Diffusion: Major Papers Presented at National Conference on Diffusion of Educational Ideas (East Lansing, Michigan, March 26-28 1968). ED 026 535

208 Institution Index

- Mid-Continent Regional Education Lab., Inc., Kansas City, Mo.**
The Impact of Student Teachers Upon the Attitude and Achievement of High School Students. ED 026 346
- Midwestern Univ., Wichita Falls, Tex.**
Production of Closed-Circuit Television Programs for Improving Instruction in Professional Health and Physical Education Courses at the Undergraduate Level. ED 025 953
- Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.**
Program to Increase the Effectiveness of Foreign Language Utilization by Employing Language Laboratory Aides: Program Evaluation. ED 025 971
- Ministry of Education, Nairobi (Kenya).**
A Study of The "New Primary Approach" in The Schools of Kenya. ED 025 738
- Minnesota Univ., Minneapolis.**
An Integrated Two Year Chemistry-Physics Course Compared with Consecutively Taught Separate Courses. ED 026 260
- Minnesota Univ., Minneapolis. Center for Research in Human Learning.**
Annual Report of the Center for Research in Human Learning, 1967-68. ED 025 758
- Minnesota Univ., Minneapolis. Coll. of Education.**
School District Organization for Missouri, A Plan to Provide Equal Access to Educational Opportunity for all Children. Report of the Missouri School District Reorganization Commission. ED 026 171
- Minnesota Univ., Minneapolis. Dept. of Political Science.**
Manual for the Political Behavior Laboratory. ED 026 028
- Minnesota Univ., Minneapolis. Industrial Relations Center.**
Manpower Planning and Forecasting in the Firm: An Exploratory Probe. Final Report. ED 026 521
Occupational Reinforcer Patterns. Minnesota Studies in Vocational Rehabilitation: XXIV. First Volume. ED 025 817
- Mississippi State Dept. of Education, Jackson. Div. of Instruction.**
Science Facilities for Mississippi Schools, Grades 1-12. ED 025 902
- Modern Language Association of America, New York, N.Y.**
Language and Language Learning: Papers Relating to the Anglo-American Seminar on the Teaching of English (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers. ED 026 360
Response to Literature: Papers Relating to the Anglo-American Seminar on the Teaching of English (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers. ED 026 350
- Morehead State Univ., Ky.**
Auxiliary School Personnel Programs for Rural America. ED 026 338
- Nashville-Davidson County Metropolitan Public Schools, Tenn. Div. of Psychological Services.**
First Grade Entrance Variables Related to Achievement and Personality. A Study of Culturally Deprived Fourth Graders. ED 026 229
- National Aerospace Education Council, Washington, D.C.**
Aerospace Bibliography, Fourth Edition. ED 026 272
- Aviation -- Where Career Opportunities are Bright, Counselor's Guide.** ED 026 481
- National Association for the Teaching of English (England).**
English in the Primary School: Being the Evidence of the Association Presented to the Plowden Committee. ED 026 369
Language and Language Learning: Papers Relating to the Anglo-American Seminar on the Teaching of English (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers. ED 026 360
Response to Literature: Papers Relating to the Anglo-American Seminar on the Teaching of English (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers. ED 026 350
- National Association of Manufacturers, New York, N.Y. Urban Affairs Div.**
Effectively Employing the Hard-Core. (An Aid to Companies Joining the Growing Effort of Industry to Help Resolve Basic Social Problems). ED 026 517
- National Bureau of Standards (DOC), Washington, D.C.**
Information Handling in the National Standard Reference Data System. NBS Technical Note 290. ED 026 095
- National Business Education Association, Washington, D.C.**
Business Education: An Evaluative Inventory. National Business Education Yearbook, No. 6. ED 026 513
New Media in Teaching the Business Subjects. National Business Education Yearbook, No. 3. ED 026 512
Selected Readings in Business and Office Occupations-Designed Especially for the Classroom Teacher. National Business Education Yearbook, No. 5. ED 026 514
- National Catholic Conference for Interracial Justice, Chicago, Ill.**
Youth Education and Interracial Justice; A Report on Some Projects. ED 026 446
- National Center for Educational Statistics (DHEW), Washington, D.C.**
Bond Sales for Public School Purposes 1967-68. ED 025 937
Higher Education Facilities Classification and Inventory Procedures Manual. ED 025 901
- National Center for Educational Statistics (DHEW), Washington, D.C. Div. of Data Analysis and Dissemination.**
A Bibliographic Guide to Operations Analysis of Education. ED 025 851
- National Center for Educational Statistics (DHEW), Washington, D.C. Div. of Operations Analysis.**
Item Response Analyses of the Educational Opportunities Survey Teacher Questionnaire. ED 025 841
- National Commission on Accrediting, Washington, D.C.**
Accreditation in Dental Hygiene. ED 026 453
- National Commission on Resources for Youth, Inc., New York, N.Y.**
Administrator's Memo: Youth Tutoring Youth. ED 026 340
- National Commission on Teacher Education and Professional Standards, Washington, D.C.**
Teacher Education: The Young Teacher's View. A Report of Four Regional Conferences for Student Teachers and Beginning Teachers of the Disadvantaged. Project Report Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. ED 026 332
- National Conference on Research in English, Champaign, Ill.**
Research in Oral Language. ED 026 370
Research Methods in the Language Arts. ED 026 362
Research on Handwriting and Spelling. ED 026 361
- National Council of Teachers of English, Champaign, Ill.**
Fifty Years of Children's Books, 1910-1960: Trends, Backgrounds, Influences. ED 026 371
Freedom to Write: A Composition Course For Ghetto Adults. ED 026 404
Language and Language Learning: Papers Relating to the Anglo-American Seminar on the Teaching of English (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers. ED 026 360
Response to Literature: Papers Relating to the Anglo-American Seminar on the Teaching of English (Dartmouth College, New Hampshire, 1966). The Dartmouth Seminar Papers. ED 026 350
- National Council on the Aging, Inc., New York, N.Y.**
Training and Retraining Older Workers, an Annotated Bibliography. ED 026 472
- National Education Association, Washington, D.C.**
Local Color. ED 026 343
- National Education Association, Washington, D.C. Dept. of Classroom Teachers.**
Listening. What Research Says to the Teacher, No. 29. ED 026 120
- National Education Association, Washington, D.C. Dept. of Home Economics.**
Recommendations from the White House Conference on Children and Youth for Home Economics Teachers on the Family Today. Part 2. ED 026 474
Recommendations from the White House Conference on Children and Youth for Home Economics Teachers on the Family Today. Part 1. ED 026 475
- National Education Association, Washington, D.C. Research Div.**
Ability Grouping. ED 025 811
Head Start Programs Operated by Public School Systems, 1966-67. ED 026 115
- National Federation of Modern Language Teachers Association.**
The Sound of Pictures. ED 025 969
- National Foundation for Educational Research in England and Wales, London.**
Concept Growth and the Education of the Child: A Survey of Research on Conceptualization. National Foundation for Educational Research in England and Wales Occasional Publication Series No. 12. ED 026 121
- National League for Nursing, New York, N.Y.**
Disaster Nursing Preparation. Report of a Pilot Project Conducted in Four Schools of Nursing and One Hospital Nursing Service. ED 026 477
Factors Affecting the Establishment of Associate Degree Programs in Nursing in Community Junior Colleges. League Exchange No. 77. ED 026 460
Guidelines for Assessing the Nursing Education Needs of a Community. ED 026 497

- Nurse Career-Pattern Study. Part I: Practical Nursing Programs. ED 026 510
Operation Decision: Community Planning for Nursing in the West. ED 026 465
- National League for Nursing, New York, N.Y. Dept. of Associate Degree Programs.**
Criteria for the Evaluation of Educational Programs in Nursing Leading to an Associate Degree. Revised Edition. ED 026 471
- National Sanitation Foundation, Ann Arbor, Mich.**
Basic and Special Criteria for the Evaluation of Manually Activated and/or Coin Activated Vending Machines for Foods and/or Beverages. Revised February 1963. ED 025 897
Diatomite Type Filters for Swimming Pools. Standard No. 9, Revised October, 1966. ED 025 900
Food Service Refrigerators and Food Service Storage Freezers. Standard No. 7, Revised April 1966. ED 025 898
Sand Type Filters for Swimming Pools. Standard No. 10, Revised October, 1966. ED 025 899
Swimming Pool Water Treatment Chemicals and/or Processes. Standard No. 22. ED 025 905
- National Sanitation Foundation, Ann Arbor, Mich. Committee for Swimming Pool Equipment Standards.**
Centrifugal Pumps for Swimming Pools. National Sanitation Foundation Standard Number 17. ED 025 896
- National Sanitation Foundation, Ann Arbor, Mich. Testing Lab.**
1968 Listing of Swimming Pool Equipment. ED 025 904
Listing of Food Service Equipment. ED 025 903
- National School Public Relations Association, Washington, D.C.**
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ED 026 165

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ED 026 164

Appendix A. A First Approximation to a Taxonomy of Learner Outcome.

ED 026 306

Appendix B. A Conceptual Model for the Teaching of Elementary Mathematics.

ED 026 307

Appendix C. Content Model—Mathematics—for Elementary Education.

ED 026 308

Appendix D. Role II: Sample Task Analysis and Behavioral Objectives.

ED 026 309

Appendix E. General Adaptive Strategies.

ED 026 310

Appendix F. Interpersonal Competencies.

ED 026 311

Appendix G. Basic Training Model for the ComField Practicum.

ED 026 312

Appendix H. Sample Task Analysis: Behavioral Objectives for ComField Laboratory.

ED 026 313

Appendix I. An Experimental Model for Preparing Teachers to Develop Behavioral Objectives; the Washington State University and Bellevue (Washington) Public Schools Career Teaching Project.

ED 026 314

Appendix J. An Experimental Model to Enable Instructional Managers to Demonstrate Interaction Competency.

ED 026 315

Appendix K. Trial Form of an Instrument for Evaluating Instructional Managers in the Practicum.

ED 026 316

Appendix L. A Sequence for the Practicum.

ED 026 317

Appendix M. Research Utilization and Problem Solving

ED 026 318

Appendix N. Implementation of the RUPS System in a Total School District.

ED 026 319

Appendix O. The Human Relations School.

ED 026 320

Appendix P. Categorical Breakdown of Interpersonal Area.

ED 026 321

Appendix Q. Educational Leaders Laboratory.

ED 026 322

Appendix R. A Basic Communication Skill for Improving Interpersonal Relationships.

ED 026 323

Appendix S. Broad Curricular Planning for the ComField Model Teacher Education Program.

ED 026 324

Appendix T. Personalizing Teacher Education.

ED 026 325

Appendix U. Self Concept and Teaching: An Exploration.

ED 026 326

Appendix V. Charting the Decision-Making Structure of an Organization.

ED 026 327

Appendix W. Cost Analysis in Teacher Education Programs.

ED 026 328

Appendix X. ComField Information Management System.

ED 026 329

Appendix Y. The Integrated Communications Experiment (ICE) Summary.

ED 026 330

Appendix Z. Classes of Measures Used in the Behavioral Sciences, the Nature of the Data That Derive from Them, and Some Comments as to the Advantages and Disadvantages of Each.

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Utah State Univ., Logan. Bureau of Educational Research.

Open-Closed Mindedness of College Students in Teacher Education. Final Report.

ED 026 303

Utah Univ., Salt Lake City. Dept. of Psychology.

Residence Hall Environment. A Comparative Study in Architectural Psychology.

ED 025 906

Virginia Polytechnic Inst., Blacksburg.
Handbook to the Study of British Commonwealth Literature in English.

ED 026 388

Vocational Rehabilitation Administration (DHEW), Washington, D.C. Div. of Statistics and Studies.
Statistics in Vocational Rehabilitation.

ED 026 469

Wabash Valley Education Center, Lafayette, Ind.
A Feasibility Study of Providing Regional Data Processing Services.

ED 025 833

Wantagh Public Schools, N.Y.
Evaluation of Foreign Language in the Elementary School.

ED 025 975

Warwick School District, R.I.
A Continuing Program for Mentally Retarded Pupils in the Warwick Public Schools, Grades 7-12.

ED 025 867

Washington Univ., Seattle.
Attitude of Community College Instructors Toward Student Groups as a Function of Certain Teacher Characteristics.

ED 026 072

Washington Univ., Seattle. Bureau of Testing.
An Investigation of Test Variables Potentially Useful to the Washington Pre-College Testing Program for Community College Subject Fields.

ED 026 046

Statistical Revisions in the Washington Pre-College Testing Program.

ED 026 047

Washington Univ., St. Louis, Mo.
The Selection of Counselors.

ED 025 777

Wayne State Univ., Detroit, Mich. Coll. of Education.
Factors Associated with Successful Adaptation to the Secretarial/Stenographic Role.

ED 026 531

Welfare Administration (DHEW), Washington, D.C. Bureau of Family Services.
Utilization of Auxiliary Staff in the Provision of Family Services in Public Welfare.

ED 026 487

Wellesley Public Schools, Mass. Center for Collaborative Learning Media Packages.
Desert Life, Experimental Edition Prepared for Testing in the Primary Grades.

ED 026 254

Western Interstate Commission for Higher Education, Boulder, Colo.
Cooperative Agreements Between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).

ED 025 864

Toward More Effective Teaching in WCHEN Schools: The Report of a Course in New Training Techniques for Nurse Faculty.

ED 026 450

Western Michigan Univ., Kalamazoo.
A Study of Children's Conceptions of Social Behavior (An Investigation of Interpersonal Reaction Development in Young Children). Final Report.

ED 025 803

Western States Small Schools Project, Salt Lake City, Utah.

Some Approaches to Meeting Cultural Deprivation in Students Entering Small Rural Schools.

ED 026 181

West Virginia Library Commission, Charleston.
Library Services in West Virginia, Present and Proposed.

ED 026 086

West Virginia Univ., Morgantown. W. Va. Center for Appalachian Studies and Development.
Change in the Rural Southern Appalachian Community. Research Series 7.

ED 026 187

Dropout Proneness in Appalachia. Research Series 3.

ED 026 188

Public Affairs Series. No. 3, The Rural Society in Transition; An Historical Examination of the Rural Society with Emphasis on Ways To Assist our Rural Society to Maximize Its Economic and Social Positions During the Present Period of Rapid Transition to an Urban-Industrial Culture.

ED 026 160

Whiteriver Public Schools, Ariz.
Curriculum Program for the Apache Language.

ED 025 757

Wichita State Univ., Kans.
Vistazos Intimos De Puebla; Una Compilacion De Informes Individuales Preparados Por Los Participantes Del Instituto De Verano (NDEA) (Close-ups on Puebla; A Compilation of Individual Reports Prepared by the Participants of the NDEA Summer Institute).

ED 025 983

Wichita Unified School District 259, Kans.
ESEA Title I Evaluation Report-Wichita Program for Educationally Deprived Children, Summer 1968.

ED 026 230

ESEA Title I Evaluation Report-Wichita Program for Educationally Deprived Children, September 1967-May 1968.

ED 026 231

Wichita Program for Educationally Deprived Children. ESEA Title I Evaluation Report (September, 1967-May, 1968).

ED 026 439

Winchester Board of Education, Winsted, Conn.
One Down, Two to Go!

ED 025 789

Wisconsin Departmental Research Center for Vocational Education, Madison.
National Survey of Indexing and Retrieval Procedures in Vocational-Technical Education Research Coordinating Units.

ED 026 540

Wisconsin State Univ., Oshkosh.
The Development of a Planned Program for Teaching Musicianship in the High School Choral Class. Final Report.

ED 026 402

Wisconsin Univ., Madison.
A Comparison of Knowledge Gained by Adults When Presentations Are Followed by Discussion Led by Local Volunteer and Professional Leaders with a Positive or Negative Attitude Toward the Discussion Task.

ED 025 703

A Comparison of the Effectiveness of Film and Bulletin in Transmitting Knowledge to Negro 4-H Club Local Leaders in Alabama and Caucasian 4-H Club Local Leaders in Wisconsin.

ED 025 698

The Creation and Development of Educational Television as an Institution of Adult Education: A Case Study in American History.

ED 025 705

Ego-Stage Development and Interaction.

ED 025 696

Vocational Education.

ED 026 504

214 Institution Index

Wisconsin Univ., Madison. Cooperative Educational Research and Services (CERS).
Designing an Environment for Learning. Proceedings of a Conference of Educational Survey Directors of Member Universities of the Committee on Institutional Cooperation, (Madison, Wisconsin, April 27-28, 1967).
ED 025 930

Wisconsin Univ., Madison. Dept. of Educational Administration.
A Time-Cost Management System for use in Educational Planning.
ED 025 935

Wisconsin Univ., Madison. Dept. of Physical Education.
The Effects of Individualized Versus Group Oriented Physical Education Programs on Selected Parameters of Development of Educable Mentally Retarded and Minimally Brain Injured Children. Final Report.
ED 025 892

Wisconsin Univ., Madison. National Agricultural Extension Center for Advanced Study.

An Exploration of the Place of Projects in 4-H.
ED 026 161

Workers Educational Association, London (England).
Mature Students; The Opportunities Open to Them and the Disabilities from which They Suffer, Together with Some Recommendations and Information.
ED 025 690

Wyoming Univ., Laramie. Coll. of Education.
Selected Proceedings and Information from the 1967 Summer Workshop in Research in Vocational-Technical Education.
ED 026 500

Yale Univ., New Haven, Conn. Linguistic Automation Project.
The English Auxiliaries: A Relational Network Description.
ED 025 752
Symbols, Relations, and Structural Complexity.
ED 025 751

Yeshiva Univ., New York, N.Y. ERIC

Clearinghouse for Urban Disadvantaged.
Conference Proceedings: Research Dissemination and Training Conference (June 26-27, 1967).
ED 026 440
Language Development in Disadvantaged Children: An Annotated Bibliography.
ED 026 414

Yeshiva Univ., New York, N.Y. Ferkauf Graduate School of Humanities and Social Sciences.
Conference on Community and Family Services for the Educational Rehabilitation of Disadvantaged Youth, Conference Proceedings (New York, June 15-16, 1967).
ED 026 436

The Experimental Analysis of Behavior in the Education of Socially Disadvantaged Children and Youth (West Point Farms, New York, November 30-December 2, 1966).
ED 026 435

Remediation and Rehabilitation in the Education of Disadvantaged Children (New York, February 6-7, 1967).
ED 026 437

PROJECT RÉSUMÉS SECTION

215

The résumés in this section are in numerical order by EP number only. These project descriptions cover current Office of Education research projects and cannot be ordered from the ERIC Document Reproduction Service.

SAMPLE ENTRY

Identification number assigned to project documents as they are processed. **EP 011 005 24** Legislative Authority Code for identifying the legislation which supported the research activity.

Title of the Research Project. **A Small Project Research Proposal in Secondary School Science.** Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Investigator(s)—individual(s) conducting the project. **Investigator—Walton, George**
Institution—Western New Mexico Univ., Silver City
Bureau No.—BR-7-G-045
Proposal date—29 Mar 67
Grant—OEG-7-8-000045-0020-010

Institutional Source—organization responsible for the research activity. **Descriptors—*Chemistry Instruction, *Curriculum Development, *Science Education, *Scientific Concepts, *Secondary School Science, Scientific Principles.** Descriptors—major subject terms assigned which characterize the substantive content of a project. When identifiers are used they will follow the descriptors. Identifiers are additional terms not found in the Thesaurus of ERIC Descriptors.

Bureau Number—project number assigned by the Bureau of Research. **Start date—01-16-68 End date—04-30-68** Start Date and End Date—starting and anticipated ending dates for the research project.

Proposal Date—when proposal was submitted to Bureau of Research. **A project to produce a modified course in Secondary School Chemistry for the isolated multiethnic schools of Southwestern New Mexico will be conducted to complete the planning phase that has been started, to design and produce the curriculum content,**

Informative Abstract. **of educational research. (AL)** Abstractor's initials.

EP 011 568 52
Experimental Uses of Copyrighted Materials in an Information System.
Investigator—Greck, Clifford P. McCaffrey, Austin J.
American Textbook Publishers Institute, New York, N.Y.
Bureau No.—BR-7-1173
Proposal Date—23 Jun 67
Contract—OEC-1-7-01173-5094
Descriptors—*Copyrights, *Educational Research, *Information Services, *Publishing Industry
Identifiers—Educational Research Information Center, ERIC, Permissions Clearing House
Start Date 30 Jun 67 End Date 29 Jun 69

The purpose of the proposed study is the establishment of a prototype mechanism for receipt, processing, and determination with regard to requests for clearance in copyrighted materials to be used for educational research information. The information will be stored on microfilm or computer as part of the Educational Research Information Center (ERIC) system for a period of 14 months. This will permit acquisition of experience on the problems, effectiveness, need for and feasibility of this and alternate systems. ERIC is thought to provide a useful setting because: (a) it is a technical information system; (b) it is new and thus amenable to study and modification; and (c) its subject area, education, is one of high national significance and one in which cooperative efforts with the publishing industry has precedence. The study proposes to set up a prototype mechanism—namely, a Permissions Clearing House—for the receipt, processing, and the determination of requests for clearance on copyrighted materials. Assessment would be made with regard to: (a) the types and nature of use of the ERIC clearing houses, and by the users of the ERIC system; (b) the acceptance of the permissions systems by publishers, the ERIC clearing houses, and the users of ERIC materials; and (c) the effects of the Permissions Clearing House System on publishers and ERIC clearing-house operators, especially with respect to estimates of cost benefits or losses. (FF)

EP 011 569 24
The Improvement of Student Teaching through a Consortium of Greater Cleveland Colleges and Schools.
Investigator—Swegan, Donald B.
Cleveland Commission on Higher Education, Ohio.
Bureau No.—BR-7-E-181
Proposal Date—30 Mar 67
Grant—OEG-0-8-000181-1899

Descriptors—Colleges, *Institutions, Orientation, Placement, *Schools, Seminars, *Student Teaching, *Teacher Education, Universities
Identifiers—Cleveland Commission on Higher Education, Cleveland, Ohio
Start Date 1 Jul 67 End Date 31 Aug 71
The purpose of this project is to improve student teaching programs in Greater Cleveland through cooperative efforts of the developing institutions in the Cleveland Commission on Higher Education and the schools in the Cleveland area. Some 15 colleges and universities conduct student teaching programs in Greater Cleveland. Procedures as to placement, length of student teaching, seminars, beginning and ending dates of student teaching, and orientation of cooperating teachers all vary considerably from college to college. The development of consistent orientation procedures for cooperating teachers and the pooling of college-school resources should make a greater contribution to teacher education programs not only in Greater Cleveland but should provide a model for other metropolitan areas in the nation. Some of the planned specific procedures: 1. A common Student Teaching Handbook will be developed for use of cooperating teachers working with any of the 15 colleges conducting student teaching programs; 2. A series of training films will be produced to prepare cooperating teachers and student teachers for their respective roles; and 3. Consistent procedures will be developed for better selection of cooperating teachers in schools utilizing student teachers. (FF)

EP 011 570 24
Feasibility and Requirements for Computerization of Elementary Music Instruction through Electronic Keyboard Interaction.
Investigator—Kent, William P. Bumstead, Alec R.
System Development Corp., Falls Church, Va.
Bureau No.—BR-8-0132
Proposal Date—28 Aug 67
Contract—OEC-0-9-560132-2771
Descriptors—Applied Music, *Autoinstructional Aids, *Computer Assisted Instruction, Computer Oriented Programs, *Grade 3, *Individual Instruction, Instructional Media, *Music Education
Identifiers—Piano, Wichita, Kansas Public School System
Start Date 1 Mar 69 End Date 28 Feb 70
This project will establish the feasibility and technical requirements for computer assisted music instruction at the third grade level. The project's technical goal is to individualize keyboard instruction in a classroom configuration

of 28-32 students. The proposal builds upon a 32-student station, noncomputerized, mobile van concept currently operating in the Wichita Public School System. Interactive components to be investigated in this proposal include a computer-based system which provides information to each student through headsets and visual devices (image projectors) and cathode ray tubes. Interactive instructional elements to be assessed are computer-interpreted student keyboard responses and light-pen inputs. Eight tasks have been identified ranging from "Identification of Specific Student Performance Objectives" to actual testing of a prototype computer-based system. The work will be completed in several locations. The major undertaking will be performed in Wichita, Kansas, at the Kellogg School facilities which will be made available for the study by the Wichita Public School System. A mobile van, equipped with keyboards, will be provided by the Wurflitzer Company. Work will also be performed at Systems Development Corporation's Washington, D. C. Operations Center and at the Santa Monica, California computer facility. The proposed document itself includes provisions for insuring compliance with a detailed management plan, project performance schedule, and a task development plan.

EP 011 571 24
A Sequential Curriculum in English for Grades 3 through 6.
Investigator—Kitzhaber, Albert R.
Oregon Univ., Eugene.
Bureau No.—BR-8-0143
Proposal Date—28 Aug 67
Contract—OEC-0-8-080143-3701
Descriptors—Curriculum, *Elementary School Students, English, *English Curriculum, *English Education, English Instruction, *English Literature, English Programs
Identifiers—*Grades 3-6
Start Date 20 Jun 68 End Date 21 Jun 72
The purpose of this project is to prepare, test, and disseminate an experimental English curriculum for grades 3-6 that would constitute a logical extension of the experimental curriculum for grades 7-12 that has been produced by the Oregon Curriculum Study Center (USOE Contract No. 4-149). Specifically, the Center will seek to accomplish the following objectives: 1. Clarify the aims and content of the English curriculum, grades 3-6; 2. Develop an English curriculum for these grades that is both sequential and cumulative, meshing with the Oregon Curriculum Study Center materials for grades 7-12; 3. Develop a curriculum in language study and literature that reflects accurately the current state

of knowledge in these disciplines, yet realistically adapted to the needs and capacities of a wide range of elementary school children; 4. Make a particular effort to incorporate in the curriculum activities and subject matter that will exercise and develop children's imagination; 5. Produce a curriculum that reflects and profits from current developments in learning theory and educational psychology; 6. Incorporate effective instruction in reading, writing, speaking, and listening in the curriculum for grades 3-6; 7. Devise new patterns of teacher preparation so as to enable elementary school teachers to present new experimental curriculum with competence and confidence. (FF)

EP 011 572 08

A Consortium for Occupational Competency Testing of Trade and Industrial Technical Teachers (Phase I - Organizing/Planning/Pilot Testing)

Investigator—Schaefer, Carl J. And Others
Rutgers, The State Univ., New Brunswick, N.J.
Bureau No—BR-8-0474

Proposal Date—12 Jan 69

Descriptors—Industrial Education, Occupational Information, *Occupational Surveys, *Occupational Tests, *Occupations, Technical Education, Vocational Education
Start Date 1 Mar 69 End Date 28 Feb 70

This project will concern itself with the lack of measures available to evaluate occupational proficiency. It will attempt to conserve national efforts, reduce duplication, and provide central coordination for examination development and utilization by initiating a consortium of states' arrangement for an occupational competency testing program. Some of the expected contributions to education are: 1. The organization of a viable occupational competency testing program through a consortium of the interested states; 2. The making of an in depth study on the state of the art; 3. A secure testing program with central record keeping and transcript service to help establish a common "test score currency" valid throughout the nation; and 4. The identification of occupationally competent vocational/industrial/technica teachers. An organizational meeting of the interested states will be convened at a central location (possibly Chicago) to constitute themselves into a consortium for purposes of administration and carrying out the program. The consortium will elect a steering committee, officers, and a project director at this meeting. Actual execution of the program will be governed through the elected body representing the consortium. (FF)

EP 011 573 24

Preschool Behavioral Style and Later Academic Achievement

Investigator—Thomas, Alexander
New York Univ., N.Y. Medical Center.
Bureau No—BR-8-0663

Proposal Date—2 Apr 68

Descriptors—Academic Achievement, *Behavior, Behavior Change, *Behavior Development, Children, *Elementary School Students, Intelligence Quotient, Middle Class, *Preschool Children, *Relationship

Start Date 1 Apr 69 End Date 31 Mar 71

The major aim of the proposed research will be to investigate its relationship between specific aspects of a child's behavioral style (temperament and task orientation) in the preschool age-period and his level of academic achievement in elementary school. The study will utilize a sample of 136 children of middle- and upper middle-class backgrounds who have been followed by a number of data collection procedures from the first few months of life onward. The children now range from 6 to 12 years in age. The nature of the data already collected and analyzed in this sample will also make it possible to investigate several other problems. These secondary aims will include the study of some of the following relationships: 1. between specific parental attitudes and child-care practices, determined when the child was 3 years of age, and later academic achievements; 2. between behavior problems in the preschool or early school years and academic achievement; 3. between consistency or change in I.Q. over time and academic achievement; 4. between behavioral style and parental attitudes and practices in the preschool years and consistency or change in I.Q. over time; and 5. between measures of achievement maturation and some of environmental control and academic achievement. (FF)

EP 011 574 52

Study of State Library Legislation.

Investigator—St. Angelo, Douglas And Others
Florida State Univ., Tallahassee.

Bureau No—BR-8-0746

Proposal Date—30 Apr 68

Grant—OEG-4-9-190746-0014

Descriptors—Environment, Financial Support, *Legislation, *Libraries, Relationship, *Standards, *State Libraries, Typology

Start Date 1 Dec 68 End Date 30 Nov 69

This proposal is for a study of state library legislation in the fifty states. It is noted that to date there has been no evaluative review of this legislation from the standpoints of standards, kinds and amount of financial support, relationships between socio-economic, political and other factors and legislation; and legislation resulting from state support for libraries. The value of the study will be in its usefulness to state library agency directors and others concerned with future legislation for library development. The study will provide a typology of existing library legislation which correlates financial support and structural configurations (standards, intergovernmental trends, state administrative structures). This data typology will consist of comparative ratings of states in terms of financial support and the complexity of standard relevant to library legislation. The study of environmental conditions and their relationships will be the second stage of the investigation, using policy output analysis research currently employed by political scientists. Such research has sought to explain the relationship of measurable state policy decisions to other variables to attempt to determine policy outcomes. These procedures permit simultaneous quantitative analysis of many cases. Consequently, a matrix of fifty states is held to be not only possible but also statistically desirable. From this research, recommendations will be offered for future library legislation. (FF)

EP 011 575 24

Curriculum Materials for American Civilization: A Case Study Approach.

Investigator—Gibson, John S. Kenosian, Elizabeth M.

Tufts Univ., Medford, Mass.

Bureau No—BR-8-A-061

Proposal Date—26 Jun 68

Grant—OEG-1-9-080061-0107

Descriptors—*American History, History, *History Instruction, *Secondary Education, Social Studies, *United States History

Identifiers—*Case Study Method, Region 1

Start Date 1 Dec 68 End Date 31 Aug 69

The required traditional course in American Civilization as taught in most secondary schools will be reworked to emphasize the case study method. The advantage of this method - especially to the general student - is that the historical materials may be selected and arranged topically or thematically, cutting across historical periods and allowing flexibility and range in reading and discussion and greater relevancy of the historical matter to contemporary issues. The case study method is considered to be suited to the elucidation of certain pervasive themes in American history, namely: 1. The theme of Intolerance, illustrating various theses on the individual or minority in a free society; 2. The theme of Idealism, demonstrating the individual's moral commitment to the welfare of others within the institutional framework; 3. The theme of Protest and Dissent, revealing the origins and resolutions of conflicts between groups and institutions; and 4. The theme of Technology, exemplifying the developing scientific and economic processes which have created a new human environment and made America the beneficiary of the modern age. These themes will be developed from original historical materials (often including literary and legal sources), each study suggesting comparatively the relationship between the historical documents and current issues. As a whole, the case studies will put in perspective and clarify the individual's responsibilities and freedoms in terms of the democratic process. (FF)

EP 011 576 24

Radical Acculturation Patterns in a Traditional Immigrant Group: The Old Believers.

Investigator—Hostetler, John A. Clymer, Martha

Temple Univ., Philadelphia, Pa.

Bureau No—BR-8-B-123

Proposal Date—23 May 68

Grant—OEG-2-9-480123-1011

Descriptors—*Anthropology, *Cultural Background, Cultural Factors, *Culture, *Culture Conflict, Education, Family (Sociological Unit)

Identifiers—*Old Believers, Region 2

Start Date 7 Oct 68 End Date 31 Jan 70

The Old Believers, a small group of Greek Orthodox dissenters, maintained a distinctive culture in Russia and Turkey before coming to the United States in 1963 with the special assistance of the State Department and the Tolstoy Foundation. Comprising about 250 persons, the group has experienced radical adjustments to industrialized ways of living and is undergoing rapid changes. This research is designed to achieve the following objectives: 1. To discover knowledge about education and family patterns in a traditional group facing radical changes in their life style; 2. To discover values accepted, values rejected, and values intensified; and 3. To make inductive generalizations that will be useful for basic understanding of similar folk and peasant cultures in the process of change. Depth studies of small societies like this one should help school administrators and social scientists to understand the seriousness of socio-psychological problems, to assess the significance of radical social change, and to understand the conservation of human resources on the one hand and human deprivation on the other. The researchers will describe the historical movement of the Old Believers from published and yet unpublished resources, visit the communities in New Jersey and in the state of Oregon, and use the methods of participant observation open to the anthropologist. (FF)

EP 011 577 24

An Evaluation of the Management Career Program for Disadvantaged Youth.

Investigator—Mims, George L. And Others
Pace College, New York, N.Y.

Bureau No—BR-8-B-126

Proposal Date—28 May 68

Grant—OEG-2-9-420126-1012

Descriptors—Academic Achievement, Colleges, *Disadvantaged Youth, *Management, Management Development, *Management Education, *Testing, Tests

Identifiers—Region 2

Start Date 1 Oct 68 End Date 31 Mar 69

This proposal is to evaluate the Pace College Management Career Program for Disadvantaged Youth using a battery of objective tests, academic achievement, and an Assessment Center. Technique developed by the American Telephone and Telegraph Company to study and assess managerial leadership abilities a test-retest design will assist in determining changes taking place over the first college year. The objectives of this study are: 1. To study the selection of potential students who will profit from a college experience; 2. To select students who will succeed after entry; and 3. To determine the students who will not only successfully complete five-years of college training but also advance to leadership positions at the management level. A longitudinal study relating to the outcome of this study is planned. The results of this study will be presented to the Pace College Advisory Committee of the Management Career Program for Disadvantaged Youth with recommendations for the selection of future Management Career Students and possible alterations in the Program. The results of this evaluation project for the Management Career Program for Disadvantaged Youth and the "Assessment Center Technique" should be significant for other educational institutions in various parts of the country which are concerned with developing similar programs. The information gained will be presented for publication in professional journals and reported at various national meetings.

EP 011 578 24

A Study of Environmental Press as Perceived by High School Students and Its Relationship to Organizational Climate.

Investigator—Floyd, William M. And Others
Wabash Valley Education Center, Lafayette, Ind.
Bureau No—BR-8-E-084

Proposal Date—8 Nov 67

Grant—OEG-5-9-245084-0009

Descriptors—*Educational Environment, *High Schools, Human Resources, Organization, *Perception, Principals, Programs, Students, Teachers

Identifiers—*Indiana, *Logical Structure Theory, Region 5

Start Date 10 Sep 68 End Date 9 Sep 69

The purpose of the proposed study is to ascertain whether any evidence can be found to support the notion that the academic environment of a high school as perceived by students relates to the climate of the school as perceived by the teachers and principal. An attendant purpose of the study is to ascertain whether certain components of the educational institution, namely program, organization, human resources and material resources, affect teacher and principal perception of organizational climate or student perception of environmental press or both. The theory base for the study is the Logical Structure Theory. This theory systematically arranges the parts of the educational phenomenon. Thus, it provides a model which can serve as a frame of reference for the identification, isolation, and explanation of problems and issues, the objective being then to assist those individuals involved in this educational process to discharge their responsibilities rationally. Selected situations and personal variables will be investigated to assess whether they introduce a differential influence on perception of organizational climate and environmental press. Teacher and principal perception of climate will be measured by the Organizational Climate Description Questionnaire. Student perception of environmental press will be measured by the High School Characteristics Index. Study population will include a sample of schools from an eleven county area of North-central and north-west Indiana.

EP 011 579 24
An Analysis of Recent Research Conferences in Art Education.

Investigator—Hoffa, Harlan E.
Indiana Univ. Foundation, Bloomington.
Bureau No.—BR-8-E-093

Proposal Date—68
Grant—OEG-5-9-245093-0022

Descriptors—*Art Education, *Conferences, *Research, *Seminars, Symposia

Identifiers—Region 5, *U. S. Office of Education
Start Date 15 Nov 68 End Date 14 May 70

Between 1964 and 1966 a series of fifteen conferences, seminars and symposia were conducted on researchable issues in art education. Most of these were supported by the Arts and Humanities Program of the U. S. Office of Education's Bureau of Research as "developmental activities." Their purposes were to identify and isolate the issues; mobilize resources, and marshal concerted efforts for their resolution. It is argued that, for a variety of reasons (including inadequate dissemination of the recommendations issuing from these conferences), the expected research efforts have not materialized. This proposal seeks to analyze the data from each of these conferences, to compare the recommendations, and to present them in as coherent and concise a manner as possible for wider dissemination. It will present a position paper on the problems of art education in the mid 1960's as these conferences have revealed them to be. The widest possible dissemination of this material will be sought.

EP 011 580 24
An Examination, Analysis and Description of the Exemplary Elementary School Humanities Program, Funded under Title III, ESEA.

Investigator—Purcell, Edna J.
Ball State Univ., Muncie, Ind.
Bureau No.—BR-8-E-149

Proposal Date—13 May 68
Grant—OEG-5-9-245149-0041

Descriptors—Curriculum, *Elementary Education, *Elementary Schools, Elementary School Students, Federal Aid, *Guidelines, *Humanities, *Humanities Instruction

Identifiers—Region 5
Start Date 1 Feb 69 End Date 30 Nov 69

The purpose of this study is to examine, analyze and describe the innovative and exemplary elementary school humanities programs, funded by Title III, determining how each program meets specific local community needs and objectives. The programs seem to be of increasing prevalence and value as a balance with science and mathematics in the curriculum for humanizing education. As a result of the study suggested guidelines will be developed for organizing similar programs. The study will aim at a clear guide to criteria for sequential steps of determining local needs and available resources, identifying philosophy and objectives of operation, putting theory into practice, and evaluating

the program. These guidelines will have significance for community-school involvement in qualitative and quantitative school-community growth and human perceptions. Criteria will be a concise guide to organization of the inter-disciplinary, decompartmentalized teaching-learning situations and to suggested teacher education innovations needed for such programs. From the literature of the existing Title III arts and humanities programs incidence, practices, and operational and procedural problems will be described and analyzed. (FF)

EP 011 581 24
The Relationship of Teachers' Assigned Marks to Tested Achievement Among Elementary Grade, Racially Divergent, Lower Socio-Economic Status Boys and Girls.

Investigator—Fish, Enrico
Hamline Univ., St. Paul, Minn.
Bureau No.—BR-8-F-113

Proposal Date—30 Apr 68
Grant—OEG-6-9-008113-0060

Descriptors—*Elementary Grades, Grade Point Average, *Grades (Scholastic), *Grading, *Socioeconomic Status, *Teacher Attitudes

Identifiers—Region 6
Start Date 1 Jan 69 End Date 31 Jul 69

This study will investigate the relationships of grade-level achievement marks assigned by teachers to elementary grade, lower socioeconomic status boys and girls to pupils' (1) racial background, (2) sex, and (3) tested achievement. Teacher attitudes and marking procedures will be studied. A pupil sample and a teacher sample will be randomly selected from the 4th and 6th grade classes enrolled in the Minneapolis Public Schools. The pupil sample will consist of approximately 250 boys and 250 girls, from three diverse racial groups, and classified as belonging to the "poverty" category and living in inner-city target areas. The teacher sample will contain approximately 25 men and women who have tenure or a regular teaching certificate. The children will be categorized by sex, racial background, and teacher assessment of achievement. Data collected on achievement in reading, spelling, language and arithmetic will be taken from the Iowa Tests of Basic Skills. Teacher marks on these same academic subjects will be collected from winter-term school report cards. Two questionnaires developed by the author will be administered to the teachers to determine (1) marking procedures, and (2) such personal data as age, college hours, and years of teaching experience. If there is a clear-cut evidence that marking practices of teachers differ towards diverse racial groups, then the implication for education would be directed towards a human-relations project, focusing on an attempt to understand the underlying motivations and habits of elementary grade teachers in inner-city classrooms. (JL)

EP 011 582 24
Relationship of Thought Processes to Language Responses in Disadvantaged Children.

Investigator—Lundsteen, Sara W. Fruchter, Benjamin
Texas Univ., Austin.
Bureau No.—BR-8-G-077

Proposal Date—15 Apr 68
Grant—OEG-7-9-530077-0111

Descriptors—*Disadvantaged Youth, *Language Proficiency, *Learning Processes, Problem Solving, Reading Ability, *Socioeconomic Status, Speech Skills, *Standard Spoken Usage

Identifiers—Region 7
Start Date 1 Dec 69 End Date 31 Jul 70

The objective of this research is to determine and assess the strength and importance of the relationships existing among features of oral and written language proficiency and thought processes. Moreover, the goal is to shed light on variables that may be manipulated to assist development of disadvantaged children. The subjects will be a representative sample of school children in the sixth grade who have been followed for one year and two months. Measures of oral language proficiency such as fluency, problem-solving, listening, qualitative levels of vocabulary, and general reading subabilities will be factor analyzed and related to the students' position (high-middle-low) in such categories as socio-economic class, I.W., ethnic background, sex, and language-thinking success in school before, after or with no experimental training. The

examination of these variables will make possible not only increase in understanding of the process of learning in language and thought but also an improvement in teaching for assistance of this development, especially in the case of disadvantaged children. (JL)

EP 011 583 24
The Effect of Direct Experiences and Expression on Language Achievement of First Grade Pupils.

Investigator—Wootton, Mary Lee
Southwest Missouri State Coll., Springfield.
Bureau No.—BR-8-4-051

Proposal Date—7 Aug 67
Grant—OEG-9-8-081051-0124

Descriptors—*Art Activities, *Art Expression, *Expressive Language, Grade 1, Group Experience, *Language Learning Levels, Language Skills, *Sensory Experience

Identifiers—Region 9
Start Date 27 Jun 68 End Date 27 Sep 69

This study will utilize a non-language experience, specifically art expression, in an attempt to make a group experience meaningful and to develop a suitable sequence for competence in language learning. The study will be implemented by drawing a random sample of schools from a middle class community. The following procedures will be used: (1) Children from twelve classrooms out of the sixteen included in the study will have planned, direct experiences on the school grounds or in the classrooms. (2) All sixteen classes will be pre-tested and post-tested by means of standardized tests. (3) The eight classes that drew pictures will have their drawings evaluated for concept development. (4) The language learning of the four groups of classes will be compared by analysis of covariance where pre-test scores will be covariate measures. (5) Taped recordings during the discussion period and camera photographs will be made for later instruction of students in the College of Education. Findings from this study may result in curriculum changes, changes in methods of teaching, shared information on conceptual development, and shed light on how children respond in group discussion. (JL)

EP 011 584 24
The Relation of Certain Home Environment Factors to the Thinking Abilities of 3-Year-Old Children.

Investigator—Ball, Rachel S.
Arizona State Univ., Tempe.
Bureau No.—BR-8-I-100

Proposal Date—68
Grant—OEG-9-8-081100-0135

Descriptors—Ability, *Ability Identification, *Cognitive Ability, *Family Environment, Family Life, Parent Child Relationship, *Preschool Children, *Preschool Evaluation

Identifiers—Region 9
Start Date 17 Jun 68 End Date 31 Dec 69

The objective of this study is to discover the range of ability in 3-year old children on a sequence of test items that include cognition, convergent and divergent production abilities, and to relate these findings with the educational level of the parents, the amount of time the child spends with the parents, and with other aspects of the home environment, and with amount of time spent in a play or nursery school. The test items are to be given to 200 three year olds of which English-speaking mothers, one-third of these are to have had less than one year of high school training, one-third to have been graduated from high school and with less than one year beyond that, and one-third to be college graduates with less than one year of graduate work. A questionnaire interview of the mother is to be made by the examiner covering the points to be correlated in the study. The examiners will include the investigator and assistant investigator, and carefully selected graduate psychology students. In addition to the analysis of the data to discover possible relationships between the ability shown in the types of thinking and the home environmental factors included in the study, the ultimate goal will be to incorporate this study with the earlier study of 4-year old children and with later studies of other preschool ages to produce what will be an enlarged and completely revised scale of mental tests. (JL)

EP 011 585 24
Assessment of Role Induction and Role Involvement in Creative Drama.

Investigator—Kozelka, Paul And Others
Columbia Univ., New York, N.Y. Teachers College.

Bureau No—BR-9-0032

Proposal Date—15 Jul 68

Grant—OEG-2-9-420032-1021

Descriptors—*Drama, Dramatics, *Motivation, *Role Playing, *Social Attitudes, *Verbal Communication

Start Date 1 Feb 69

End Date 31 Jan 70

The intention of this experiment is to perfect adequate measures of role involvement in order to assess the effectiveness of two major role induction techniques: verbal portrayal and pantomime. If such measures can be developed, they not only should provide a basis for assessing role induction procedures, but also might offer the objective indices which permit inductive research into significant correlates in analogous social and motivational behavior. Verbal portrayal and pantomimic portrayal will be employed to present dramatic sequences to various subject groups of children. These subjects will then be required to enact the sequences to other children who have no knowledge of the sequences. A set of scales derived from role involvement literature and then psychologic writings, and an analysis of affective expression, gestures, facial expression, and vocalizations, will be utilized to develop reliable measures of role involvement. The techniques of verbal portrayal and pantomime will be judged according to their effectiveness in inducing role involvement among various matched groups according to the role involvement measures. The contributions of this project relate to two major implications of the experiment. First, if the methods of role induction differentiate between groups, such results will be of great consequence not only to the teaching of drama but also to education in general. Second, if the measures of role involvement prove feasible and objective, they provide a valid and reliable tool not only for the present inquiry, but also for an extensive series of further experiments.

EP 011 586 24

Art Objects: A Pilot Study to Evaluate Some of the Affective Dimensions of their Meaning.

Investigator—Hardiman, George W.

Illinois Univ., Urbana.

Bureau No—BR-9-0051

Proposal Date—12 Jul 68

Grant—OEG-5-9-230051-0027

Descriptors—*Art Appreciation, *Art Expression, Art Products, *Audiences, *Painting

Start Date 1 Feb 69

End Date 31 Jan 70

The purpose of this pilot study is twofold: (1) to analyze one way that artists through their art objects communicate affective meanings to their audience (observers); and (2) to develop instrumentation appropriate for objectively measuring the major affective dimensions of this communication process in selected works of art (paintings). The sample to be used by this study will consist of 50 trained observers (non-art students). The stimuli for this study will consist of 100 color slides of paintings. In selecting these slides an attempt will be made to represent the major style periods and basic themes in the history of painting in the Western culture from the middle ages to the present. The slides will be presented to both trained and untrained observers by means of a 35mm. slide projector. The slide of each painting will be exposed on a screen in a darkened room for a period of one minute. After each stimulus is removed from the screen observers will be instructed to write down one adjective that they feel best describes the painting from their viewpoint. A maximum time interval of ten seconds will be used for each response. Results from this study would seem to have the most obvious application in the following educational area: Developmental profiles of affective meaning as defined by this pilot study could be quantitatively determined and compared for individual painters or for styles of painting in the history of art. Various matrices of such data would be both relevant and operational to art educators and art historians involved with teaching art appreciation and humanities programs at various instructional levels. (JL)

EP 011 587 24

Emigration Education, and Urbanization among Eastern and Southern Europeans in their Homelands and in the United States 1890-1940.

Investigator—Smith, Timothy L.

Johns Hopkins Univ., Baltimore, Md.

Bureau No—BR-9-0091

Proposal Date—68

Contract—OEC-0-9-300091-1377

Descriptors—*Educational

Background,

*Migrants, Migration, *Migration Patterns,

*Urban Immigration, *Urbanization

Start Date 1 Oct 68

End Date 30 Aug 69

The aim of this project is to discover how education functioned as an instrument of urbanization among Central European villagers (Slovaks, Ruthenians, Poles, Magyars, Slovenes) who moved into cities of the United States, as well as into cities of their homelands. Three main lines of analysis will be followed, the first two of which intersect each other so as to provide some degree of verification: (1) a comparison of attitudes toward childhood, and the relationship between education and acculturation among Hungarians of four different religious backgrounds: Catholic, Reformed, Orthodox, and Jewish; (2) a comparison of the relationship between educational concern and ethnic rivalry in areas of heterogeneous settlement in Central Europe (Slovak, Hungarian, Croatian, Ukrainian, Slovene) and in Pittsburgh, Cleveland, and Detroit; (3) a comparison of the results of both the foregoing analyses with what two other investigators are able to learn about migrating Poles and Slovenes, virtually all of whom were from linguistically and religiously homogeneous areas, and most of whom settled in clearly demarcated social communities in America. By laying equal stress upon developments in the Old World and the New, the results will offer perceptions relevant not simply to American history, but to a wide range of problems confronting educational planners everywhere. (JL)

EP 011 588 24

A National Survey of Higher Education.

Investigator—Trow, Martin A.

Carnegie Commission on the Future of Higher Education, Berkeley, Calif.

Bureau No—BR-9-0148

Proposal Date—13 Sep 68

Descriptors—*College Faculty, College Students, *Graduate Students, Graduate Surveys, *Higher Education, *Surveys, *Undergraduate Study

Start Date 1 Apr 69

End Date 31 Mar 72

This project is a study comprising three major sample surveys in American colleges and universities: one of faculty members (supplemented by a sub-study of non-faculty professional research personnel), a second of graduate students, and a third of undergraduate students. The total study will have as its dual goals the gathering of information and the development of ideas which will be useful to the Commission in making recommendations on public policy, and the investigation of aspects of American higher education which are of interest to a wider audience of social scientists, faculty and administrators. The three surveys will start from a common perspective, viewing American higher education and the institutions which comprise it as a system. They will thus provide a firm descriptive base for an understanding of this system through statistical portraits of the academic men and women who comprise the professional staff of these institutions and the students who form their clientele. Each survey will, in addition, have its own secondary themes. The faculty survey will view academic men as employees of colleges and universities, as members of a profession, and as contributors to their respective disciplines. The student surveys will devote attention to the character of student bodies in different kinds of institutions and disciplines. This study will allow the characterization of a representative sample of institutions of higher learning, more fully than has heretofore been possible, through the aggregate characteristics of their students and faculty. (JL)

EP 011 589 24

Student Involvement in the Decision-Making Processes of Secondary Schools.

Investigator—McPartland, James

Johns Hopkins Univ., Baltimore, Md.

Bureau No—BR-9-0163

Proposal Date—30 Sep 68

Descriptors—*Decision Making, *Educational Environment, School Attitudes, Secondary Education, *Secondary Schools, *Secondary School Students, Sociology, Student Behavior, Student Interests, *Student Participation

Start Date 1 Mar 69

End Date 3 Aug 70

This project will survey secondary schools in at least two cities to describe the forms and degree of student involvement in the decision-making

processes; and it will also explore the relationship of student involvement in the decision-making processes, the educational climates in schools and the behavior of the students enrolled. Two procedures will be used to establish the objectives: (1) Non-participant observation in school systems to develop an initial typology and to locate a sample of schools for structured data collection. (2) Survey of staff members (teachers, counselors of administrators) in sample of secondary schools, and more intensive study of staff members and students in a subsample, using self-administered questionnaires or structured interviews. Analysis will focus on a description of forms and degrees of student involvement in school decision-making, and its relationship to school climates and student academic behavior. The findings will provide a basis for drawing conclusions and recommendations on alternative models of students' involvement in the decision-making processes of schools. This project is also seen as an exploratory investigation in a central problem area of the sociology of education, and the findings are expected to be of use to researchers seeking to develop models of the interplay between formal structure, informal climates, and student performance in secondary schools. (JL)

EP 011 590 24

A Study of the Impact of Research on Utilization of Media for Educational Purposes.

Investigator—Marland, Sidney P.

Institute for Educational Development, New York, N.Y.

Bureau No—BR-9-0246

Proposal Date—27 Dec 68

Descriptors—*Communications, *Educational Research, *Effective Teaching, Elementary Grades, *Experimental Programs, Federal Aid, Higher Education, Learning Processes, *Mass Media, Secondary Grades

Start Date 1 Feb 69

End Date 31 Jan 70

This project will review the impact of research and experimentation on the use of communications media and the effects of such use on elementary, secondary, and higher education which was funded through Title VII. In addition, it is proposed to examine the strengths and weaknesses of the procedures required by legislation for administration of the program. The Institute will survey the literature on research and experimentation conducted under Title VII auspices, to observe in depth selected programs now in operation, and to identify, insofar as possible, examples of changes in teaching and learning effectiveness. Where appropriate, studies of comparative data from selected areas of other educational research will be utilized to provide an interpretive framework. An advisory group will advise on the conduct of field interviews and review the progress of the study. It will also evolve recommendations for policies and procedures directed toward a "new" system which could provide more information regarding impact of programs on students, and generate criteria for selecting sites for observation. (JL)

EP 011 591 52

A Study of the Needs for Research in Library and Information Science Education.

Investigator—Borko, Harold

California Univ., Los Angeles.

Bureau No—BR-9-0256

Proposal Date—68

Descriptors—Curriculum Development, Curriculum Evaluation, Curriculum Planning, *Educational Needs, Educational Planning, *Information Science, *Library Education, *Library Schools, *Library Science

Start Date 1 Apr 69

End Date 31 Mar 70

This project presents a study to determine the needs for research in education for librarianship, including consideration of library and information science. Three major objectives have been defined for this project: (1) To formulate a structured outline of areas of research needed in education for librarianship, including consideration of library and information science. (2) To evaluate and justify some priorities for the research identified as being needed to improve library science education and related aspects of information science education. (3) To identify the kinds of skills and support facilities needed by researchers in library and information science education. This study will provide a clear and comprehensive analysis of library school curricula

that will be of great value to all interested educators, employers, and prospective students.

EP 011 592 52

A Research Project to Determine the Student Acceptability and Learning Effectiveness of Microform Collections in Community Junior Colleges-Phase I

Investigator—Giles, Louise Wilson, Richard E.
American Association of Junior Colleges,
Washington, D.C.

Bureau No.—BR-9-0260

Proposal Date—23 Dec 68

Descriptors—Audiovisual Aids, *Community Colleges, Effective Teaching, *Junior Colleges, *Microfiche, *Microfilm, Student Attitudes, *Student Evaluation, Student Opinion

Start Date 15 Mar 69 End Date 14 Mar 70

This study is the first step in a project to determine the acceptability of microform to students, specifically community junior college students, and effectiveness of microform. The microform collections must include documents and books that will contain the bulk of students graphic assignments in several courses and programs. Therefore the first step is the identification of basic collections or bibliographies in courses and programs, including occupational programs, selected because of their popularity or near universality among community junior colleges. This study will identify the common areas, develop a bibliography for each area, and provide a plan for conducting a study to determine the acceptability and effectiveness of microform collections at community junior colleges.

EP 011 593 24

Research and Development Needs and Priorities for the Education of the Spanish-Speaking People

Investigator—Valencia, Atilano D.
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Bureau No.—BR-9-0273

Proposal Date—Dec 68

Descriptors—Developmental Programs, *Educational Needs, *Educational Problems, *Research Needs, *Spanish Speaking

Start Date 12 Feb 69 End Date 15 Feb 70

This project is an effort to identify an area of research which has been conspicuous by its absence, to determine parameters of the problem, to determine logical and sequential steps in the progression from concept to action, and to evaluate the effectiveness of this approach. Three major phases have been established. The first phase will consist primarily of brainstorming with the intent of putting on the table as many potential areas of research as can be identified. Following this activity, twenty to twenty-five discrete problems which affect the Spanish-speaking population in the Anglo-American educational arena will be selected and suggested for further study. The problem areas will be selected by a panel of four nationally prominent authorities, all of which will be Spanish-speaking individuals. Phase 2-A second group of experts will be assigned the task of developing one or more position papers with particular reference to each of the twenty or twenty-five problems suggested in Phase 1. Phase 3 - A third group of experts, composed of members from the first panel and a research and design expert, will meet to carefully analyze and review all of the position papers and to determine and recommend problem areas that need to be researched and developed. (JL)

EP 011 594 24

Effects of Motivation on the Memory of College Students

Investigator—Kimbly, Gregory A.
Colorado Univ., Boulder.

Bureau No.—BR-9-0275

Proposal Date—13 Nov 68

Descriptors—*College Students, Memorizing, *Memory, *Motivation, Recall (Psychological), *Retention, Retention Studies

Start Date 1 Mar 69 End Date 31 Aug 70

This project will demonstrate that the effects of motivation upon retention result from the subtle interplay of two major sets of factors: differential exposure to non-interfering materials and the influence of natural language mediators. The subjects are presented with 12 pairs of nonsense syllables, possessing an intermediate level of association value, one after the other and are allowed to study each one for a fixed period of time. Follow-

ing this, there is a written recall test, in which the stimulus terms are presented and the subject writes down all of the response terms he can remember. On the second sid2 trial, only the pairs which the subject failed to learn are presented and the succeeding written recall test is only for these terms. This process is continued until the subject has learned all of the pairs in the first list. Then the entire process is repeated. If this study can demonstrate that subtle interactions of interference and mediation are important in retention, an extension to real-life instances of rote memory (formulae of various kinds, vocabularies, weather symbols, technical terminology, codes, etc.) seems automatic.

EP 011 595 24

Encoding Categories Used by College Students During Learning and Certain Characteristics of Short-Term Memory

Investigator—Wickens, Delos D.
Ohio State Univ., Columbus. Research Foundation.

Bureau No.—BR-9-0276

Proposal Date—10 Oct 68

Descriptors—*Codification, *College Students, Learning, *Learning Characteristics, *Memorizing

Start Date 1 Mar 69 End Date 28 Feb 71

The research aims are twofold in nature: the first aim is to discover the encoding categories used by subjects in response to words; and the second is to investigate further certain characteristics of the short-term memory (STM) process itself. Experiments used in encoding in short-term memory: (1) The effect of polarity shift as opposed to dimensional shift on the Osgood Semantic Differential. (2) Categorization according to degree of imagery codability. (3) Grammatical encoding. (4) The acquisition of encoding categories. (5) Acoustic and semantic encoding. (6) Sense impression as a class. (7) Word frequency as a class. (8) Interference within classes. (9) And perceptual alerting and the shift effect. Much of this research is concerned with the nature of word meaning, as measured by encoding categories, and as such is related to the structure of the intellect and to the problem of human communication. While one cannot promise that basic research of this sort will lead to any immediate gain, it might, nevertheless, result in an understanding of certain cognitive processes, an understanding which may eventually be turned to a practical use.

EP 011 596 24

Selection Process and Characteristics of Rules Elementary School Children Use to Solve Mathematical Problems

Investigator—Scandura, Joseph M. Corcoran, John P.

Pennsylvania Univ., Philadelphia.

Bureau No.—BR-9-0277

Proposal Date—21 Oct 68

Descriptors—*Behavior Patterns, *Elementary School Students, Individual Characteristics, *Mathematical Applications, *Problem Solving, *Selection, Thought Processes

Start Date 1 Jun 69 End Date 31 May 70

This project is concerned with two kinds of problems. The first type of problem concerns the characterization of mathematical and (other) structured knowledge in a way which is both behaviorally significant and compatible with what is known about mathematical structures. This research will be pursued at two levels: (a) by further clarifying what is involved in simple rule-governed behavior, and (b) by extending the work on rules to provide a behaviorally relevant basis for characterizing structured knowledge (in mathematics). The second kind of problem concerns the development of fundamental definitions and theoretical assumptions which are compatible with the rule based on characterizations of mathematical knowledge. More specifically the authors propose to consider the following questions: (a) how can one operationally define what rule an individual is using (i.e. "What is learned") in terms of his behavior, (b) when a learner has already mastered several rules for solving a particular task, what is the nature of the mechanisms by which he selects the rule that he does, (c) how are learned rules combined to make new behavior possible (i.e., what are the mechanisms underlying problem solving). (SL)

EP 011 597 24

Mathematical Analyses of High School Social Structures

Investigator—Bonacich, Phillip Rynerson, Robert W.
California Univ., Los Angeles.

Bureau No.—BR-9-0278

Proposal Date—15 Oct 68

Descriptors—*Group Activities, Group Dynamics, *High Schools, Integration Studies, *Mathematical Models, Minority Role, *Social Structure, *Sociometric Techniques

Start Date 1 Mar 69 End Date 28 Feb 70

This project is designed to improve a mathematical technique for describing certain aspects of social structure through its application to a set of questions about the social structure of a high school. The data for this project are drawn from high school yearbooks. The model used is Coleman's "The Adolescent Society". Using yearbooks and the mentioned model, the following hypotheses are suggested: (1) Elites (defined as elected student officials) are characterized more by their membership in "well integrated" groups than by the sheer number of groups they belong to. (2) Lower class and minority students will belong to fewer groups, and the groups they belong to will be less well integrated. (3) Male minority and lower class students will be better integrated than female lower class and minority students. (4) Male scholarly students will be better integrated than female scholars. (5) Although girls are more active in school activities, groups they belong to do not integrate them as well into the high school structure. (6) The "distance" between the elite girls and the scholarly girls will be least in the senior year. (7) The importance of football in the high school social system is accounted for in part by the fact that it is extremely well-integrated, providing football players with a series of indirect links to many other groups in the school.

EP 011 598 24

Collection of a Word Data Base and an Analysis of Children's Reading

Investigator—Coleman, Edmund B. And Others
Texas Univ., El Paso. Texas Western Coll.

Bureau No.—BR-9-0279

Proposal Date—30 Oct 68

Descriptors—*Data Collection, *Early Reading, *Information Storage, *Reading Research, Stimulus Behavior, *Verbal Learning

Start Date 1 Jun 69 End Date 1 Sep 70

This project has two objectives which can be viewed as: (1) collecting a data base for a reading technology, and (2) as studying verbal learning through an experimental analysis of reading behavior. The description will proceed from the abstract to the concrete, and the data base that described reading behavior will first be discussed in abstract terms as a systematic matrix of S-R functions. The S will stand for characteristics of language units that affect learnability and teaching efficiency, for Stimulus-measures such as word frequency, voicing, place and manner of articulation, phonic blendability, etc. The R will stand for measures of reading Responses such as trials to memorize letter-sound associations, reaction time for reading particular words, phonic blending, etc. Thus, to systematically describe reading behavior, a matrix of experiments will be performed, each of which plots a reading Response as a function of an S-dimension. These studies will do more than transform previous findings into tables of immediate use to a technology; ultimately they will provide techniques that will allow language and learner populations of interest to education to be used in the systematic description of verbal learning. This will shorten the lag between research and application. (JL)

EP 011 599 24

Relationship Between Uric Acid Level and the Achievement Motivation of Male College Professors and Male Undergraduates

Investigator—French, John R. F. And Others

Michigan Univ., Ann Arbor.

Bureau No.—BR-9-0280

Proposal Date—Nov 68

Descriptors—*Achievement, *Biochemistry, *College Students, Educational Research, *Motivation, *Professors, Stimulants, Stimulus Behavior, Undergraduate Study

Start Date 1 May 69 End Date 31 Oct 70

A study of the relationship between achievement motivation, as one of the essential determinants of educational success, and serum uric acid, a biochemical variable in its molecular structure similar to the critical stimulants caffeine and theobromine, is the purpose of this project. The sample will consist of two groups of subjects: (1) Male professors in the three academic ranks: assistant, associate, and full professor; and (2) in male college students at all four class levels. Since the results of need achievement studies are much less ambiguous for males than for females, and since the relationship of serum urate levels and indicators of achievement has so far only been demonstrated among men, it is intended to restrict the sample to one sex. The data on the professor group will be gathered in collaboration with the Periodic Health Appraisal Unit of the University. This procedure has been successfully employed in an earlier research and should work again. To collect data on a sample of students the investigators will make use of the subject pool of the psychology department. Upper classmen will be approached in collaboration with cooperative course instructors. It is planned to study 280 persons in all, forty in each of the seven groups. The research seems relevant in more than one respect, not the least of which would be the adaptation of an improved measure of need achievement for use in research in the United States.

EP 011 600 24

Studies in the Acquisition of Communication Competence of Children.

Investigator—Gumperz, John J. And Others
California Univ., Berkeley.

Bureau No.—BR-9-0281

Proposal Date—1 Nov 68

Descriptors—Bilingualism, *Child Language, Communication (Thought Transfer), *Linguistics, Semantics, Semiotics, *Sociocultural Patterns, *Sociolinguistics, Syntax, *Verbal Communication

Start Date 1 Mar 69

End Date 1 Mar 70

A number of studies are planned on the acquisition of communicative competence in varying cultural and social settings. Substantive areas of concentration are acquisition of (i) syntax, (ii) semantics, (iii) social rules affecting choice of linguistic variants, (iv) code switching including bilingualism, and (v) relation of speech to grammar. A wide range of observational and experimental methods is employed in these studies. The emphasis is on empirical investigation to verify, falsify or extend current speculations on psychological mechanisms for learning language and other human communicative abilities. The notion of communicative competence derives from and extends the notion of linguistic competence. If competence for speech is a matter of shared, tacit knowledge, then many kinds of knowledge other than knowledge of grammar alone are necessary for the production and interpretation of appropriate speech acts. These include, but are not restricted to, knowledge of which channels to select, which linguistic variant to employ, and how to interpret utterances which are not fully grammatical. The educational implications of research on acquisition of communicative competence are two-fold. First, the time table of development in the child of communicative abilities is a critical limiting parameter in any program of primary education. Secondly, since most of the planned work is explicitly cross-cultural or cross-sub-cultural in character, results of use to educators concerned with special problems in the education of ethnic minorities are to be expected. (JL)

EP 011 601 24

Status Attainment Process in 15 Differentially Developed Countries.

Investigator—Treiman, Donald J.

Wisconsin Univ., Madison.

Bureau No.—BR-9-0282

Proposal Date—31 Oct 68

Descriptors—Education, *Educational Status Comparison, *Social Development, *Social Mobility, *Social Status, *Sociocultural Patterns

Start Date 15 Jun 69

End Date 31 Aug 71

This project will study the role of education in social mobility by undertaking a comparison of the process of status attainment as it occurs in approximately 15 countries at varying levels of development. Utilizing data from sample surveys conducted in each of the countries in question, it

is planned to employ the method of path analysis to generate estimates for each country of the parameters of a model of status attainment which relates father's education and occupation, and son's education, occupation, and income in a complex causal scheme. Inter-country comparisons of the size of propositions about the relationship between aspects of societal development and the structure of social stratification, with special emphasis on the changing role of education. Depending upon the availability of data, various extensions of the model will be pursued and an attempt will be made to develop quantitative estimates of the relation between development and the process of stratification. (JL)

EP 011 602 24

Basic Abilities Required for Understanding and Creation in the Arts.

Investigator—Goodman, Nelson Scheffler, Israel

Harvard Univ., Cambridge, Mass.

Bureau No.—BR-9-0283

Proposal Date—1 Nov 68

Descriptors—*Art, Art Appreciation, *Art Education, Art Expression, *Creativity, *Psychological Studies

Identifiers—Harvard University, *Languages of Art, The Bobbs Merrill Company Incorporated

Start Date 15 Jun 69

End Date 14 Jun 70

Basic abilities required for understanding and creativity in the arts will be investigated. Issues to be studied include: (1) What must one do to be able to understand or create art, (2) What abilities are needed for this purpose, and (3) How may these abilities be discovered, developed, and inculcated. Rigorous conceptual analyses will be performed with the hypotheses applied to the study of actual educational techniques, design and implementation of psychological experiments on skills, and an attempt to interpret the experimental results in terms of the overall educational problem. An earlier publication by the principal investigator, "Languages of Art," contains background data for this study. (WN)

EP 011 603 24

How College Students Attend to and Ignore Stimuli During Learning.

Investigator—Egeth, Howard E.

Johns Hopkins Univ., Baltimore, Md.

Bureau No.—BR-9-0284

Proposal Date—68

Descriptors—*Attention, *Cognitive Processes, *College Students, Information Processing, Information Seeking, *Inhibition, Perception

Identifiers—Illinois, Urbana

Start Date 1 Mar 69

End Date 28 Feb 71

Three issues will be investigated during this project: (1) What factors determine performance decrement magnitudes when responses are made on a limited number of stimulus dimensions designated as relevant? (2) Is it possible to experimentally distinguish between attending and ignoring? (3) Is it possible to localize the processes underlying selective attention? This study will attempt to determine whether the processes underlying selective attention are prior to or subsequent to the stage of response selection. The type of selective attention to be dealt with consists of responding to specified dimensions or attributes of complex stimuli such as abstraction, filtering, gating, and distraction. Three experiments are to be conducted. One seeks to determine the degree of training in which an irrelevant attribute was previously relevant. A second will investigate the effects of degree of training in which an irrelevant dimension was previously ignored. The third will consider the degree of practice with a relevant attribute. Experimental and control groups for each experiment will be comprised of college students. For both the experiment and control groups in each experiment, training will be varied with performance measures taken on transfer tasks. (WN)

EP 011 604 24

Critique of Research Studies in Music Education.

Investigator—Colwell, Richard J.

Illinois Univ., Urbana.

Bureau No.—BR-9-0306

Proposal Date—68

Descriptors—*Evaluation, *Music Education, *Research Needs, Research Problems, *Review (Reexamination)

Identifiers—*Council for Research in Music Education

Start Date 1 Mar 69

End Date 28 Feb 72

A critique of research studies in music education will be performed to: (1) Identify studies most useful in terms of quality with relevance to past and future research, and pertinence for teaching music, (2) procure and analyze critical reviews of the research, (3) determine and state the implications of the research massed for use in public school and college music programs, (4) disseminate information about major music education research projects undertaken by the U.S. Office of Education, featuring articles about current and completed research, (5) disseminate information generated from other fields which is relevant to music education, and (6) enlist expertise within and outside the field of music education to formulate suggestions, procedures, and plans for on-going music education research. (WN)

EP 011 605 24

National Conferences on Curriculum Development in Vocational and Technical Education.

Investigator—Allen, David

California Univ., Los Angeles.

Bureau No.—BR-9-7007

Proposal Date—17 Jan 69

Descriptors—Federal Legislation, *Guidelines, Legislation, *National Programs, *Technical Education, *Vocational Education

Identifiers—Dallas, Texas, Vocational Education Act Amendments of 1968

Start Date 15 Jan 69

End Date 15 Jun 69

A national conference on curriculum development in Vocational and Technical Education will be held to provide a forum: (1) to discuss a program to implement Part One of the 1968 Vocational Education Act Amendments, (2) to design a system for the production and dissemination of curriculum materials, (3) to establish standards for development and maintenance of curriculum efforts, (4) to develop plans for coordinating national, state, local, and private sector efforts in curriculum development and production, (5) to develop criteria for use in the evaluation of curriculum materials and the utilization of these materials, and (6) to suggest plans for preparing professional curriculum development personnel. The three-day conference, to be held in Dallas Texas (March, 1969) with participants from various levels of education, business, labor, and the community. Conference Proceedings and materials will be prepared for conference use and for discussion at National and Regional Clinics. Twenty-thousand copies of a guidelines document will be produced for broader dissemination. (WN)

EP 011 606 24

National Conference on Exemplary Programs and Projects.

Investigator—Bottoms, James E.

Georgia State Coll., Atlanta.

Bureau No.—BR-9-7008

Proposal Date—8 Jan 69

Descriptors—Conference Reports, *Conferences, *National Programs, *Program Improvement, Programs, Projects, *Technical Education, *Vocational Education

Identifiers—Atlanta, EPAP, *Exemplary Programs and Projects, Georgia State College

Start Date 14 Jan 69

End Date 15 Jun 69

A three-day national conference dealing with exemplary programs and projects (EPAP) will be planned and conducted. The conference will be planned with selected representatives from the Division of Vocational and Technical Education, U.S. Office of Education. The conference to be held in Atlanta, Georgia will engage theorists, innovators, and decision-makers from educational and related disciplines in discussions and activities designed to facilitate and obtain support for necessary vocational education changes. Products of the conference are to include 1. 3500 copies of each major working paper for use at the national conference and regional clinics, 2. 3500 summaries of work-group discussions for use at regional clinics, 3. 15 abstracts of synthesized studies, and 4. 20,000 copies of a conference manual or booklet. These products are forecast for regional clinic use by June 15, 1969. (WN)

EP 011 607 24

National Conference on State Plans.

Investigator—Lamar, Carl F.

Kentucky State Dept. of Education, Frankfort.

Bureau No.—BR-9-7009

Proposal Date—22 Jan 69

Descriptors—*Conferences, *Guidelines, *Planning, *State Departments of Education, State Programs, *Vocational Education Identifiers—Vocational Education Act Amendments (1968).

Start Date 1 Feb 69 End Date 30 Jun 69
A national conference will be held to discuss and clarify U.S. Office of Education rules and regulations pertaining to the development of state plans as required under Vocational Education Act Amendments of 1968. Participants will be from the U.S. Office of Education, State Departments of Vocational Education, and will include others directly concerned with the development of State vocational education plans. The general goal of the conference is to explain the amendments and to provide guidelines for the development of state plans. The conference is scheduled for March, 1969 at Covington, Kentucky. A prominent group of consultants will prepare and present working papers and aid in preparing a conference summary report which will serve as a planning guide. (WN)

EP 011 608 24
Analysis of 1968 Survey of Compensatory Education.
Planning Research Corporation, Los Angeles, Calif.

Bureau No—BR-9-9001
Proposal Date—68
Contract—OEG-0-9-009001-1381
Descriptors—*Compensatory Education, *Disadvantaged Youth, Economic Disadvantage, Elementary Grades, *National Programs, *National Surveys, *Program Evaluation, Review (Reexamination), Secondary Schools
Identifiers—*Elementary and Secondary Education Act, ESEA.
Start Date 15 Sep 68 End Date 30 Jun 69
This project, to be funded in two phases, deals with, 1. a preliminary analysis of 1968 Survey on Compensatory Education, and 2. complete plans for final analysis of survey data. During the first phase preliminary statistical analyses are to be performed in addition to interpretation of the analyses findings. Preliminary analyses of data quality and utility are also to be provided. The second phase of the project will deal with plans for organizing the data for automated data processing. Upon review and approval by the U.S. Office of Education, the final plans are to be implemented. A final interpretative report is scheduled for June 1969 with data tape files, card files, and records resulting from the analyses. The objectives of the analyses are to determine recipients of compensatory education services under the Elementary and Secondary Education Act of 1965 (Title I, P.L. 89-10), and to determine the environments and benefits derived from such services. (WN)

EP 011 609 24
Errors During Children's Discrimination Learning: Stimulus and Procedural Effects.
Investigator—Berman, Phyllis W.
Pennsylvania State Univ., University Park.
Bureau No—BR-9-B-003
Proposal Date—68
Grant—OEG-2-9-480003-1008

Descriptors—*Discrimination Learning, Elementary Grades, *Methodology, Preschool Children, Primary Grades, *Reinforcement, Research Methodology, *Rewards, *Stimulus Behavior
Identifiers—Region 2
Start Date 1 Oct 68 End Date 30 Apr 69
Two experiments are to be performed to investigate the tendency of young children to make errors following reward of a correct choice during discrimination learning. The first experiment will study effects of stimulus novelty on errors following reward and non-reward. The second experiment will explore procedural variables which influence children's and discrimination learning errors. Children in two age groups (20 to 40 and 40 to 60-years) will participate in the first experiment. Subjects for the second experiment will be 60 to 10-years old. Two sets of procedures will be employed with each of the two groups participating in each experiment. Eight children will be included in each of the four groups. Data from both experiments will be in the form of percentages of correct discriminations. These data are to be treated with analysis of variance procedures. (WN)

EP 011 610 24
Preferred Learning Modalities and Differentiated Presentation of Reading Tasks.
Investigator—Cullinan, Bernice E. and others
New York Univ., N.Y.

Bureau No—BR-9-B-009
Proposal Date—12 Jun 68
Grant—OEG-2-9-420009-1014
Descriptors—*Aural Learning, Cognitive Processes, *Kinesthetic Methods, *Learning, Methods Research, *Reading Research, Research, *Visual Learning
Identifiers—Region 2

Start Date 15 Nov 68 End Date 15 May 69
An exploratory study will be performed on the learning effects of auditory, visual, or kinesthetic modes and child preferred learning modes. The study will deal with the entire first grade population of P.S. 20, Manhattan District I. Differentiated presentations of reading tasks will be studied (visual, auditory, kinesthetic and a combination approach) will be administered daily to groups of six children during a six-week period. A relevant vocabulary will be established from tape-recorded discussions with a random sample of the population. A post test based on the established vocabulary will be used to determine if there are interactions among the learning modes and differentiated presentations of reading tasks. Supplementary analyses will be performed to determine relationships among learning mode and sex, age, socioeconomic status, pre-school attendance, or home language. (WN)

EP 011 612 24
Behavior in Consortia: Toward a Theory of Inter-Organizational Behavior.
Investigator—Egner, Joan R. And Others
Cornell Univ., Ithaca, N.Y.

Bureau No—BR-9-B-012
Proposal Date—2 Jul 68
Grant—OEG-2-9-420012-1018
Descriptors—Behavior Patterns, *Colleges, *Conflict, *Higher Education, *Interinstitutional Cooperation, Models, *Role Perception, Theories, *Universities
Identifiers—Region 2
Start Date 1 Nov 68 End Date 31 Oct 69
Voluntary consortia in higher education will be studied according to properties of a model by which participant behavior, patterns of cooperation and conflict, and bargaining among colleges and universities can be ascertained. The case study method will be employed to test the hypothesis that individuals' perceptions of significance of organizational relationships, potential or actual rewards, latent role orientation, and internal versus external loyalties will provide information about consortia participants behavior. A theoretical model developed by the principal investigator (Robert G. Silverman) will be used. Results of the study will be used to formulate hypotheses about conflict and cooperation among consortia colleges and universities, to formulate a questionnaire for testing the hypotheses, and to refine the model for suggested development into a general theory of interorganizational behavior. (WN)

EP 011 613 24
Group Planning and Task Efficiency with Complex Problems.
Investigator—Lawson, Edwin D.
State Univ. of New York, Fredonia. Coll. at Fredonia.

Bureau No—BR-9-B-014
Proposal Date—68
Grant—OEG-2-9-420014-1015
Descriptors—*College Students, *Communications, Group Activities, *Information Networks, *Planning, *Problem Solving
Identifiers—Region 2
Start Date 15 Jan 69 End Date 15 Mar 70
This investigation is to extend work in the area of group learning previously reported by M. S. Lawson and E. D. Lawson, and G. H. Shure and others. Differences in performance with levels of problem difficulty and type of communication will be dealt with by: 1. extending single planning period procedures to groups solving more complex problems, and 2. determining whether there are differential effects of planning periods as a function of the type of communication net used (all-channel, wheel, or circle). The project is directed toward improving procedures for group learning situations. Results may yield information

about the optimal combinations of group structure and planning for differentiated learning activity. Subjects for the experiment will be college students participating in single one-hour problem-solving sessions. Data are to be collected for time, number of message units, errors, and morale. Analysis of variance procedures will be used for data analyses. (WN)

EP 011 614 24
Sociometric Clique Identification.
Investigator—Kaduskin, Charles
Columbia Univ., New York, N.Y. Teachers College.

Bureau No—BR-9-B-022
Proposal Date—19 Jul 67
Grant—OEG-2-9-420022-1020
Descriptors—*Cluster Grouping, *Computer Programs, *Data Analysis, Developmental Programs, Research, *Sociology, *Sociometric Techniques, Taxonomy
Identifiers—Region 2
Start Date 1 Dec 68 End Date 30 Nov 69
Computer programs will be developed or adapted from existing programs to measure the density of interaction between pairs of individuals. Measures of similarity or distance obtained will be used to cluster individuals most nearly related to each other. The programs will have utility in educational sociological studies of school systems. The techniques developed will be tried out on a series of data from existing school system studies. (WN)

EP 011 615 24
Counselor Verbal Behavior as a Function of Aggressive vs. Submissive Client Demos: A Content Analysis of Counseling Analogue Interviews.

Investigator—Greene, Elaine and others
Columbia Univ., New York, N.Y. Teachers College.
Bureau No—BR-9-B-024
Proposal Date—1 Aug 68
Grant—OEG-2-9-420024-1019
Descriptors—*College Students, *Counseling Services, *Counselor Performance, Counselor Role, *Counselor Training, Hostility, *Interaction Process Analysis
Identifiers—Region 2
Start Date 1 Dec 68 End Date 31 Jul 69
The verbal behavior of counselors emitted in response to different emotional dispositions of clients will be studied. Specifically the study will focus on the effects of aggressive and submissive client behavior. The roles of hostile and dependent clients were assumed by two members of a college drama group who were interviewed by 31 counselors-in-training who were requested to perform intake or disposition interviews with students on the College Counseling Center waiting list. The interviews were tape recorded for subsequent analysis using a revision of Bale's Interaction Process Analysis system (1950). Statistical tests will be used to investigate counselor response differences for the two treatments (hostile and dependent). Results will be analyzed to derive implications for college counseling practice and training. (WN)

EP 011 616 24
The Semantic Differential as a Measure of Meaningfulness: Studies of an Underlying Assumption and the Effects of Variations in Semantic Meaningfulness on Ease of Learning.

Investigator—Kaschauer, Richard A.
South Carolina Univ., Columbia.
Bureau No—BR-9-D-002
Proposal Date—1 Jul 68
Grant—OEG-4-9-500002-0019
Descriptors—*Associative Learning, *Cognitive Processes, *Semantics, *Verbal Learning
Identifiers—Region 4
Start Date 7 Dec 69 End Date 1 Apr 70
Measures of Semantic Differential (SD) by which a subject rates the position of a word on bipolar adjective scales with seven positions (good to bad) will be developed. Data are to be collected for 72 words for use in five studies - 1. will compare ratings of the words on a bipolar and two types of unipolar scales, 2. will study loss of meaning which words undergo if they are rapidly repeated for a 15-second interval and the influence on ease of learning, 3. will create word lists of low, medium, and high average polarization words to test the hypothesis, "as polarization increases so will ease of learning serial lists, 4.

will demonstrate the same effect in paired-associate learning with variations of high and low stimulus and response meaningfulness, and 5. will study the relative ease of learning items isolated against a background of high or low meaningfulness as measured by the SD. (WN)

EP 011 617

24

Effect of Micro-Teaching on Instructional Behavior of Rural School Teachers.

Investigator—Codwell, John E. Seward, George C.

Southern Association of Colleges and Schools, Atlanta, Ga.

Bureau No.—BR-9-D-010

Proposal Date—26 Nov 68

Grant—OEG-4-9-200010-0027

Descriptors—*Inservice Teacher Education, *Microteaching, *Rural Areas, Teacher Attitudes, Teacher Behavior, *Teacher Improvement, *Videotape Recordings

Identifiers—*Georgia, Tennessee, Florida, Region 4

Start Date 1 Feb 69 End Date 30 Sep 69

The effects of an adaptation of micro-teaching techniques on the instructional performance of rural school teachers will be studied. The study seeks to determine: 1. whether the opportunity for rural teachers to observe, analyze, and interpret their teaching behavior (as recorded on video-tape) has any relationship to changes in instructional performance, and 2. the identity and nature of teacher performance changes in terms of, (a) general teaching competence, (b) pupil-teacher interaction behavior, and (c) teacher attitudes. Fifty teachers and approximately 1250 pupils from counties in Georgia, Tennessee, and Florida will be involved in the study. Approximately 17 teachers from the selected county rural areas will be given an opportunity to teach a series of micro-lessons to micro-classes of 15-25 pupils. Analysis of each micro-teaching treatment will be performed by the teacher, a teacher colleague, and members of a micro-teaching observation team. Results of the analyses will be used as feedback for a micro-teaching reteaching observation. Additionally the Stanford Teacher Competence Record and the Minnesota Teacher Attitude Inventory will be administered to obtain instructional measures before and after micro-teaching. Data collected will be treated with analysis of variance between pre- and post-rating teaching performance and analysis of the video-tapes. (WN)

EP 011 618

24

An Approach to Teaching Freshman Composition by the Use of Audio-Visual Aids and Paperbacks.

Investigator—Gilbert, Robert B. and others

Livingston University, Livingston, Ala.

Bureau No.—BR-9-D-016

Proposal Date—2 Dec 68

Grant—OEG-4-9-100016-0028

Descriptors—*Audiovisual Instruction, *College Students, *Composition (Literary), *Student Improvement, *Teaching Techniques, *Writing Skills

Identifiers—*Power in Composition, Region 4, Science Research Associates

Start Date 18 Mar 69 End Date 22 Sep 69

The effects of audio-visual aids and current reading assignments on the competency of college students who have failed a course in written composition will be investigated. The investigation is aimed at testing the hypothesis that audio-visual aids and current reading assignments will elicit greater competency than conventional procedures. Twenty-five freshmen students at Livingston University (Alabama) will serve as subjects to receive the treatment (audio-visual instruction plus paperback reading assignments). Pre- and post-test performance measures obtained for effective use of sentence structure, organization of materials, social acceptability of usage, use of conventional punctuation, performance on standardized reading and writing tests, and attitudes toward a freshmen composition course will be obtained. Results will be compared with measures obtained from a control group. (WN)

EP 011 619

24

Teacher Random and Contingent Approving Behavior on Classroom Behavior of Disadvantaged Adolescents: an Experimental Analysis.

Investigator—Hawk, Travis L. Cormier, William H.

Tennessee Univ., Knoxville.

Bureau No.—BR-9-D-017

Proposal Date—25 Nov 68

Grant—OEG-4-9-520017-0029

Descriptors—*Adolescents, Attitudes, *Disadvantaged Youth, *Operant Conditioning, *Student Behavior, *Teacher Behavior, Teaching Techniques

Identifiers—Region 4

Start Date 15 Jun 69

End Date 15 Aug 69

Operant techniques will be developed to increase the efficiency of teachers working with disadvantaged adolescents. The efficacy of random and contingent teacher approving behavior on appropriate classroom behavior will be experimentally derived. Participating classes will be randomly assigned to experimental and control groups. Response repertoires for the disadvantaged children will be analyzed to isolate disruptive response incidents. Following base recordings, Experimental Teachers will use random and contingent approving behavior with an extinction period to control for effects of prior treatment. Baseline counts for each behavior category will be made by observers in Experimental and Control groups with observer reliability measures. Time samples will be compared by frequency curves and analysis of variance. Pre- and post-test achievement scores and attitude profiles will also be compared. (WN)

EP 011 620

24

The Development and Experimental Application of Self-Instructional Practice Materials for Beginning Instrumentalists.

Investigator—Puopolo, Vito And Others

Alcorn A and M Coll., Lorman, Miss.

Bureau No.—BR-9-D-020

Proposal Date—16 Dec 68

Grant—OEG-4-9-340020-0031

Descriptors—*Autoinstructional Aids, *Elementary Grades, Grade 5, Instrumentation, *Music Education, *Programmed Instruction, *Programmed Materials

Identifiers—Region 24, *Watkins-Farnum Performance Scale, Mississippi

Start Date 1 Mar 69 End Date 30 Apr 70

Self-instructional practice materials for beginning instrumentalists will be developed and experimentally applied. Programmed instruction materials recorded on tape and experimentally applied to test the feasibility of structured practice with the developed materials. Experimental and control groups consisting of fifth-grade beginning cornet and trumpet students will be selected from elementary schools in Baton Rouge, Louisiana. Subjects will be equated on measures obtained with the Elementary Music Achievement Test, the Warner Scale of Socio-Economic Status, and Intelligence Quotients recorded on cumulative records. Specific effects of the experimental and control procedures will be measured with the Watkins-Farnum Performance Scale and results will be statistically analyzed. (WN)

EP 011 621

24

The Use of Color Coding to Increase the Effectiveness of Instructional Materials.

Investigator—Isaacs, Dan Lee Hughes, Lawson H.

Indiana Univ. Foundation, Bloomington.

Bureau No.—BR-9-E-004

Proposal Date—68

Grant—OEG-5-9-245004-0017

Descriptors—*Codification, *Color Planning, *Learning Processes

Identifiers—Region 5

Start Date 1-Nov 68

End Date 31 Oct 69

The use of color coding to increase the effectiveness of instructional materials will be studied. An attempt will be made to provide information about how color may facilitate the learning of a set of several contiguous shapes. Additionally the study will deal with the relative effectiveness of two techniques for removing the color coded materials for replacement with non-color coded (normal) materials. Two experiments are to be conducted. The first will have 36 subjects learn scientific names of one of four sets of eight human bones. Treatment variations will include color-coded bones, color removed with fading techniques, and color removed abruptly. To control for effects of items in a set, 36 control subjects will learn trigram names for the bones. Analysis of variance procedures will be used on three dependent variable measures (number of trials to attain criterion performance, scores on a

paper and pencil test immediately after training and after training and after a one-week delay. In the second experiment 54 subjects will learn scientific names of two sets of sixteen human bones using procedures similar to the first experiment with the bone sets comprised of paired sets of bones from the first experiment. The purpose of this experiment will be to determine the effectiveness of color when each of the eight color codes is used twice. Potential results have possibilities for use in the design of educational materials. (WN)

EP 011 622

24

An Assessment of the Effectiveness of Symbolic Logic in the Teaching of Composition.

Investigator—Klein, Marvin L. and others

Cooperative Educational Service Agency Number 10, Plymouth, Wis.

Bureau No.—BR-9-E-058

Proposal Date—23 Nov 68

Grant—OEG-5-9-595058-0039

Descriptors—*Expository Writing, *Logic, *Symbolic Learning, *Teaching Procedures

Identifiers—Region 5

Start Date 24 Feb 69 End Date 15 May 70

An assessment will be made of the effectiveness of symbolic logic as a factor in improvement of expository writing performance when symbolic logic is part of a cognitive rhetoric taught in a public high school setting. The major issue is whether symbolic logic taught by teachers with limited training in the subject can effect the desired writing improvement. The study will include a two-week training session for teachers, classroom presentations by the trained teachers for one-semester to field test the effectiveness of symbolic logic teaching on expository writing. An essay test will be used to gather data to evaluate the treatment. Each essay will be rated by four evaluators. In addition object test measures will be obtained for sentence discrimination. (WN)

EP 011 623

24

Visual Discrimination Training on Distinctive Features of Letters and Facilitation in Learning Letter Names.

Investigator—Samuels, S. Jay

Minnesota Univ., Minneapolis.

Bureau No.—BR-9-F-009

Proposal Date—1 Aug 68

Grant—OEG-6-9-009009-0062

Descriptors—*Discrimination Learning, *Kindergarten Children, *Reading Readiness, *Teaching Procedures, *Teaching Techniques

Identifiers—Region 6

Start Date 1 Mar 69 End Date 28 Feb 70

This study, based on the finding from previous study, the best predictor of success in first-grade reading is knowledge of letter names. Traditional and experimental procedures for teaching letter names will be experimentally evaluated. Two experiments are to be conducted. The first experiment will be in two parts (a treatment and a transfer task). During the first part 90 kindergarten children randomly assigned to three groups will receive either the experimental treatment, control treatment one, or control treatment two. The experimental treatment will consist of discrimination training on letter names. Control treatment one will provide discrimination training (not on letter names), and Control Treatment Two will not receive discrimination training. Stimuli will be presented audiovisually with provisions for automatic timing of rate and duration will be computed. During part two of the first experiment each group will receive the same transfer task with measures taken after 30 trials or at criterion attainment. The transfer task is a paired associate task in which the subjects learn the names of letters "p," "q," "b," and "d." Before and after test measures will be computed for all groups. In the second experiment, six kindergarten classes will participate. Each class will be divided into three groups. The experimental group will receive discrimination training on the experimental materials resembling reading readiness work-books emphasizing distinctive features of letters. Control group one will receive discrimination training using materials which do not emphasize distinctive features of letters. Control group two will receive irrelevant discrimination training. Before and after test measures will be taken for all children on the transfer task. Differences between pre- and post-test scores will be treated with analysis of variance and comparisons among treatment means. (WN)

EP 011 624

24

Development of a Readiness Test for Disadvantaged Pre-School children in the United States.

Investigator—Walker, Wanda
Northwest Missouri State Coll., Maryville.

Bureau No.—BR-9-F-017

Proposal Date—3 Jul 68

Grant—OEG-6-9-009017-0059

Descriptors—*Culture Free Tests, Development, *Disadvantaged Youth, *Preschool Children, *Rural Population, Test Construction, *Urban Population

Identifiers—Region 6

Start Date 1 Jan 69

End Date 31 Aug 69

This project is directed toward development of a culture-fair non-verbal individual school-readiness test for disadvantaged U.S. pre-school children. Items in the four subtests proposed (similarities, differences, numerical analogies, and missing parts) will be composed of pictures and abstract symbols appropriate for disadvantaged children in rural, ghetto, or slum areas. The test previously designed and indexed for validity will be refined for both rural and urban populations. Validity and reliability measures will be obtained for the refined instrument. Reliability will be ascertained by either the test-retest technique or alternate forms coefficient of correlation. (WN)

EP 011 625

24

Consonant Substitution as a Technique in Word Identification.

Investigator—Ardley, A. Sterl And Others

Missouri Univ., Columbia.

Bureau No.—BR-9-F-029

Proposal Date—30 Sep 68

Grant—OEG-6-9-009029-0063

Descriptors—*Associative Learning, Consonants, Reading Skills, Recall (Psychological), Substitution Drills, *Word Recognition, *Word Study Skills

Identifiers—Region 6

Start Date 1 Mar 69

End Date 31 Jul 70

This study seeks to provide an improved basis for teaching word attack skills. Second-grade children's ability to employ initial and final consonant substitution techniques to identify known one-syllable words will be determined. The process depends on the ability of children to recall known words as a basis for pronouncing unknown words. The association between recall of a known word visually similar to unknown words and correct pronunciation will be studied. Additionally differences between the ability to employ initial and final consonant substitution and the effect of such ability on high, average, and low general reading achievement will be investigated. Ninety second-grade children who have been in the Columbia, Missouri school system will be randomly selected from schools identified as cross-sectional for study participation. Two lists of 20 simulated words constructed for the experiment will be administered individually to the children in random order. Ability of the children to employ consonant substitution techniques will be statistically treated with Chi-square procedures for independent samples. The Wilcoxon matched-pairs signed-ranks test will be used to determine differences between matched subjects on initial and final consonant substitution. The one-way analysis of variance by ranks will be utilized to determine the relationship among constant substitution skill and reading achievement measured obtained with the Stanford Achievement Test. (WN)

EP 011 626

24

Listening Sensitivity of Selected College Students to Certain Structural and Stylistic Properties of Unfamiliar Music.

Investigator—Smith, George J.

Southeastern State Coll., Durant, Okla.

Bureau No.—BR-9-G-002

Proposal Date—21 Jun 68

Grant—OEG-7-9-460002-0108

Descriptors—*College Students, *Listening Skills, *Music Education, *Patterned Responses, *Transfer of Training

Identifiers—Region 7

Start Date 1 Feb 69

End Date 30 Jun 70

The transfer effects between a college music appreciation course and the problem of listening

to unfamiliar music will be studied. Approximately 800 students enrolled in music appreciation courses at 10 higher education institutions will participate in courses meeting certain criteria of uniformity. Pre- and post-tests which were previously recorded and field-tested will be employed to obtain measures of sensitivity to music form and style in unfamiliar music. Measures obtained will be treated statistically with similar measures for a control group not receiving the music appreciation course treatment. (WN)

EP 011 627

24

An Investigation of the Effect of a Course in Group Counseling Techniques on Prospective Counselors' Self-Concepts, Self-Images, Social Images, and Interpersonal Relations.

Investigator—Landreth, Gary And Others

North Texas State Univ., Denton.

Bureau No.—BR-9-G-018

Proposal Date—68

Contract—OEC-7-9-530018-0109

Descriptors—*Counselor Training, *Interpersonal Relationship, *Self Concept, Teaching Procedures, *Teaching Techniques

Identifiers—Region 7

Start Date 1 Mar 69

End Date 30 Sep 70

This study will investigate effects of a course in group counseling techniques on prospective counselors' self-concepts, self-images, social images, and interpersonal relations. More specifically the study seeks to determine which of three course approaches produces the most positive change in the self-visualizations and interpersonal relations cited. The three course approaches are: 1. classes which meet for an hour and half each day for six-weeks, 2. classes meeting three hours a week for 18 weeks, and 3. classes meeting for six or 18 weeks. In all three cases prospective counselors are to be responsible for conducting their own classes outside of regular class activities. Thus the study deals with the effects of duration and distribution of practice. Ten scheduled classes of Group Techniques in Guidance and Counseling at North Texas State University (Denton, Texas) will participate. Approximately 180 subjects will be involved. Pre- and Post-test procedures will be employed with the measures correlated and realized prior to application of analysis of variance procedures. Results of the study will be presented to the Counseling Staff of North Texas State University to be used as a basis for evaluating counselor training methodology. (WN)

EP 011 628

24

A Factor Analytic of Farradane's Suggested Nine Steps in Developing Conceptual Clarity.

Investigator—Zintz, Miles V. And Others

New Mexico Univ., Albuquerque.

Bureau No.—BR-9-G-034

Proposal Date—12 Aug 68

Grant—OEG-7-9-410034-0096

Descriptors—*Concept Formation, Concept Teaching, Criteria, *Design Needs, *Elementary School Students, *Factor Analysis, Grade 1, Grade 3, Grade 6, Instructional Materials, *Models, Teaching Procedures, Textbooks

Identifiers—*Conceptual Clarity Developmental Stages, Farradane's Model, Region 7

Start Date 15 Jan 69

End Date 15 Aug 70

A factor analytic study of J.E.L. Farradane's conceptual model identifying nine stages in the process of developing conceptual clarity, will be performed. The purpose of the study is to determine if the model has a potential for yielding design criteria for textbook authors, curriculum developers, and classroom teachers developing teaching materials and procedures. The nine stages of the model are: (1) concurrence, (2) self-activity, (3) association, (4) Equivalence, (5) Time, space, and state dimensions, (6) appurtenance, (7) distinctiveness, (8) reaction, and (9) functional dependence (causation). These nine relationships between concepts are produced by the conjunction of two types of mental mechanisms: (a) three stages of mental time or degrees of association (cognition, memory, and evaluation), and (b) three stages of perceptual clarity (Recognition, Convergent Thinking, and Divergent Thinking). Testing of the model for the desired effects will utilize ten pictorialized concepts (plants, fruit, seeds, earth, and others) with foils for each of the nine stages identified in the

model. Approximately 60 subjects at grade one, grade three and grade six levels will participate. Each subject will be tested individually. Results will be analyzed with reference to chronological age, mental age, grade level, cultural background, and socioeconomic status. (WN)

EP 011 629

24

The Effect of Student Ratings of their Instructor on the Student's Achievement and Ratings.

Investigator—Murdoch, Royal P. Carson, Gary

Utah Univ., Salt Lake City.

Bureau No.—BR-9-H-014

Proposal Date—68

Grant—OEG-8-9-540014-2020

Descriptors—College Students, *Evaluation, *Merit Rating Programs, *Student Evaluation, Student Improvement, *Student Opinion, Teacher Qualifications

Identifiers—Region 8

Start Date 1 Jan 69

End Date 31 Oct 69

Major objectives of this study are to determine if use of evaluations performed by students will improve teaching, and to determine the effects of permitting students to evaluate instructors on students attitudes and student ratings of an instructor, additionally the effectiveness of student evaluations as a measure of teacher merit will be evaluated. The students of eight Psychology instructors enrolled under the same instructor for two successive quarters (University of Utah) and using the same text book. Achievement levels of the class will be measured unobtrusively at class start and at class completion. At the time of class completion students will be asked to rate their instructors (with confidentiality controlled). Differences between classes scheduled to start in successive quarters will be compared by contrasting achievement differences for students in successive quarters. The effectiveness of student evaluations as a measure of teacher merit will be tested by comparing positive or degrees of positive ratings given an instructor and the achievement levels of students. (WN)

EP 011 630

24

Developmental Patterns of Static Balance Ability and their Relation to Cognitive School Readiness.

Investigator—Kohen-Raz, Reuven

Stanford Univ., Calif.

Bureau No.—BR-9-I-067

Proposal Date—68

Grant—OEG-9-9-140067-0017

Descriptors—*Child Development, *Cognitive Ability, Electronic Equipment, Grade 1, Grade 2, Kindergarten Children, *Perceptual Motor Coordination, *Psychomotor Skills, *Readiness, Research Tools

Identifiers—*ATAXIOMETER, Region 9

Start Date 15 Feb 69

End Date 15 Aug 69

The developmental patterns of children's ability to control static equilibrium (related to states of consciousness and efficient cognitive functioning) will be studied. An electronic ataxiometer with a feedback mechanism to provide knowledge of results (success or failure in attempts to maintain equilibrium) will be used to obtain measures. Control of static equilibrium will be measured in various postures demanding balance; simple standing on both feet, Romberg position, modified Romberg position, standing on one foot with all positions varied experimentally for degree of difficulty. Difficulty will be introduced by narrowing the area of support, demanding closure of eyes, and by tilting the plates (for heels and toes of both feet) upon which the subjects will stand. Baseline data will be collected on a sample of about 80 children (at Kindergarten and grade levels one and two). A normative sample of about 30 boys and 30 girls from a different school will then be tested for static balance ability, perceptual organization, verbal intelligence and numerical school readiness. Correlations among the measures will be computed with chronological age rigidly controlled. Special attention will be given subjects adjudged lacking in "school readiness". A final experiment will be performed with children showing severe learning difficulties at the end of their first school grade. Treatment conditions (remedial or training provided to enable maintenance of static equilibrium) will be designed. (WN)

Subject Index

This index lists the titles of projects under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the résumé section.

Curriculum Development

A Small Project Research Proposal in Secondary School Science.

Accession Number EP 011 005

Ability Identification

The Relation of Certain Home Environment Factors to the Thinking Abilities of 3-Year-Old Children.

EP 011 584

Achievement

Relationship Between Uric Acid Level and the Achievement Motivation of Male College Professors and Male Undergraduates.

EP 011 599

Adolescents

Teacher Random and Contingent Approving Behavior on Classroom Behavior of Disadvantaged Adolescents: an Experimental Analysis.

EP 011 619

American History

Curriculum Materials for American Civilization: A Case Study Approach.

EP 011 575

Anthropology

Radical Acculturation Patterns in a Traditional Immigrant Group: The Old Believers.

EP 011 576

Art

Basic Abilities Required for Understanding and Creation in the Arts.

EP 011 602

Art Activities

The Effect of Direct Experiences and Expression on Language Achievement of First Grade Pupils.

EP 011 583

Art Appreciation

Art Objects: A Pilot Study to Evaluate Some of the Affective Dimensions of their Meaning.

EP 011 586

Art Education

An Analysis of Recent Research Conferences in Art Education.

EP 011 579

Basic Abilities Required for Understanding and Creation in the Arts.

EP 011 602

Art Expression

Art Objects: A Pilot Study to Evaluate Some of the Affective Dimensions of their Meaning.

EP 011 586

The Effect of Direct Experiences and Expression on Language Achievement of First Grade Pupils.

EP 011 583

Associative Learning

Consonant Substitution as a Technique in Word Identification.

EP 011 625

The Semantic Differential as a Measure of Meaningfulness; Studies of an Underlying Assumption and the Effects of Variations in Semantic Meaningfulness on Ease of Learning.

EP 011 616

ATAXIAMETER

Developmental Patterns of Static Balance Ability and their Relation to Cognitive School Readiness.

EP 011 630

Attention

How College Students Attend to and Ignore Stimuli During Learning.

EP 011 603

Audiences

Art Objects: A Pilot Study to Evaluate Some of the Affective Dimensions of their Meaning.

EP 011 586

Audiovisual Instruction

An Approach to Teaching Freshman Composition by the Use of Audio-Visual Aids and Paperbacks.

EP 011 618

Aural Learning

Preferred Learning Modalities and Differentiated Presentation of Reading Tasks.

EP 011 610

Autoinstructional Aids

The Development and Experimental Application of Self-Instructional Practice Materials for Beginning Instrumentalists.

EP 011 620

Feasibility and Requirements for Computerization of Elementary Music Instruction through Electronic Keyboard Interaction.

EP 011 570

Behavior

Preschool Behavioral Style and Later Academic Achievement.

EP 011 573

Behavior Development

Preschool Behavioral Style and Later Academic Achievement.

EP 011 573

Behavior Patterns

Selection Process and Characteristics of Rules Elementary School Children Use to Solve Mathematical Problems.

EP 011 596

Biochemistry

Relationship Between Uric Acid Level and the Achievement Motivation of Male College Professors and Male Undergraduates.

EP 011 599

Case Study Method

Curriculum Materials for American Civilization: A Case Study Approach.

EP 011 575

Child Development

Developmental Patterns of Static Balance Ability and their Relation to Cognitive School Readiness.

EP 011 630

Child Language

Studies in the Acquisition of Communication Competence of Children.

EP 011 600

Cluster Grouping

Sociometric Clique Identification.

EP 011 614

Codification

Encoding Categories Used by College Students During Learning and Certain Characteristics of Short-Term Memory.

EP 011 595

The Use of Color Coding to Increase the Effectiveness of Instructional Materials.

EP 011 621

Cognitive Ability

Developmental Patterns of Static Balance Ability and their Relation to Cognitive School Readiness.

EP 011 630

The Relation of Certain Home Environment Factors to the Thinking Abilities of 3-Year-Old Children.

EP 011 584

Cognitive Processes

How College Students Attend to and Ignore Stimuli During Learning.

EP 011 603

The Semantic Differential as a Measure of Meaningfulness; Studies of an Underlying Assumption and the Effects of Variations in Semantic Meaningfulness on Ease of Learning.

EP 011 616

College Faculty

A National Survey of Higher Education.

EP 011 588

Colleges

Behavior in Consortia: Toward a Theory of Inter-Organizational Behavior.

- EP 011 612
- College Students**
An Approach to Teaching Freshman Composition by the Use of Audio-Visual Aids and Paperbacks. EP 011 618
Counselor Verbal Behavior as a Function of Aggressive vs. Submissive Client Demeanor: A Content Analysis of Counseling Analogue Interviews. EP 011 615
Effects of Motivation on the Memory of College Students. EP 011 594
Encoding Categories Used by College Students During Learning and Certain Characteristics of Short-Term Memory. EP 011 595
Group Planning and Task Efficiency with Complex Problems. EP 011 613
How College Students Attend to and Ignore Stimuli During Learning. EP 011 603
Listening Sensitivity of Selected College Students to Certain Structural and Stylistic Properties of Unfamiliar Music. EP 011 626
Relationship Between Uric Acid Level and the Achievement Motivation of Male College Professors and Male Undergraduates. EP 011 599
- Color Planning**
The Use of Color Coding to Increase the Effectiveness of Instructional Materials. EP 011 621
- Communications**
Group Planning and Task Efficiency with Complex Problems. EP 011 613
A Study of the Impact of Research on Utilization of Media for Educational Purposes. EP 011 590
- Community Colleges**
A Research Project to Determine the Student Acceptability and Learning Effectiveness of Microform Collections in Community Junior Colleges-Phase I. EP 011 592
- Compensatory Education**
Analysis of 1968 Survey of Compensatory Education. EP 011 608
- Composition (Literary)**
An Approach to Teaching Freshman Composition by the Use of Audio-Visual Aids and Paperbacks. EP 011 618
- Computer Assisted Instruction**
Feasibility and Requirements for Computerization of Elementary Music Instruction through Electronic Keyboard Interaction. EP 011 570
- Computer Programs**
Sociometric Clique Identification. EP 011 614
- Concept Formation**
A Factor Analytic of Farradone's Suggested Nine Steps in Developing Conceptual Clarity. EP 011 628
- Conceptual Clarity Developmental Stages**
A Factor Analytic of Farradone's Suggested Nine Steps in Developing Conceptual Clarity. EP 011 628
- Conferences**
An Analysis of Recent Research Conferences in Art Education. EP 011 579
National Conference on Exemplary Programs and Projects. EP 011 606
National Conference on State Plans. EP 011 607
- Conflict**
Behavior in Consortia: Toward a Theory of Inter-Organizational Behavior. EP 011 612
- Copyrights**
Experimental Uses of Copyrighted Materials in an Information System. EP 011 568
- Council for Research in Music Education**
Critique of Research Studies in Music Education. EP 011 604
- Counseling Services**
Counselor Verbal Behavior as a Function of Aggressive vs. Submissive Client Demeanor: A Content Analysis of Counseling Analogue Interviews. EP 011 615
- Counselor Performance**
Counselor Verbal Behavior as a Function of Aggressive vs. Submissive Client Demeanor: A Content Analysis of Counseling Analogue Interviews. EP 011 615
An Investigation of the Effect of a Course in Group Counseling Techniques on Prospective Counselors' Self-Concepts, Self-Images, Social Images, and Interpersonal Relations. EP 011 627
- Creativity**
Basic Abilities Required for Understanding and Creation in the Arts. EP 011 602
- Cultural Background**
Radical Acculturation Patterns in a Traditional Immigrant Group: The Old Believers. EP 011 576
- Culture**
Radical Acculturation Patterns in a Traditional Immigrant Group: The Old Believers. EP 011 576
- Culture Conflict**
Radical Acculturation Patterns in a Traditional Immigrant Group: The Old Believers. EP 011 576
- Culture Free Tests**
Development of a Readiness Test for Disadvantaged Pre-School children in the United States. EP 011 624
- Data Analysis**
Sociometric Clique Identification. EP 011 614
- Data Collection**
Collection of a Word Data Base and an Analysis of Children's Reading. EP 011 598
- Decision Making**
Student Involvement in the Decision-Making Processes of Secondary Schools. EP 011 589
- Design Needs**
A Factor Analytic of Farradone's Suggested Nine Steps in Developing Conceptual Clarity. EP 011 628
- Disadvantaged Youth**
Analysis of 1968 Survey of Compensatory Education. EP 011 608
Development of a Readiness Test for Disadvantaged Pre-School children in the United States. EP 011 624
An Evaluation of the Management Career Program for Disadvantaged Youth. EP 011 577
Relationship of Thought Processes to Language Responses in Disadvantaged Children. EP 011 582
Teacher Random and Contingent Approving Behavior on Classroom Behavior of Disadvantaged Adolescents: an Experimental Analysis. EP 011 619
- Discrimination Learning**
Errors During Childrens' Discrimination Learning: Stimulus and Procedural Effects. EP 011 609
Visual Discrimination Training on Distinctive Features of Letters and Facilitation in Learning Letter Names. EP 011 623
- Drama**
Assessment of Role Induction and Role Involvement in Creative Drama. EP 011 585
- Early Reading**
Collection of a Word Data Base and an Analysis of Children's Reading. EP 011 598
- Educational Background**
Emigration Education, and Urbanization among Eastern and Southern Europeans in their Homelands and in the United States 1890-1940. EP 011 587
- Educational Environment**
Student Involvement in the Decision-Making Processes of Secondary Schools. EP 011 589
A Study of Environmental Press as Perceived by High School Students and its Relationship to Organizational Climate. EP 011 578
- Educational Needs**
Research and Development Needs and Priorities for the Education of the Spanish-Speaking People. EP 011 593
A Study of the Needs for Research in Library and Information Science Education. EP 011 591
- Educational Problems**
Research and Development Needs and Priorities for the Education of the Spanish-Speaking People. EP 011 593
- Educational Research**
Experimental Uses of Copyrighted Materials in an Information System. EP 011 568
A Study of the Impact of Research on Utilization of Media for Educational Purposes. EP 011 590
- Educational Status Comparison**
Status Attainment Process in 15 Differentially Developed Countries. EP 011 601
- Effective Teaching**
A Study of the Impact of Research on Utilization of Media for Educational Purposes. EP 011 590
- Elementary and Secondary Education Act, ESEA,**
Analysis of 1968 Survey of Compensatory Education. EP 011 608
- Elementary Education**
An Examination, Analysis and Description of the Exemplary Elementary School Humanities Program, Funded under Title III, ESEA. EP 011 580
- Elementary Grades**
The Development and Experimental Application of Self-Instructional Practice Materials for Beginning Instrumentalists. EP 011 620
The Relationship of Teachers' Assigned Marks to Tested Achievement Among Elementary Grade, Racially Divergent, Lower Socio-Economic Status Boys and Girls. EP 011 581
- Elementary Schools**
An Examination, Analysis and Description of the Exemplary Elementary School Humanities Program, Funded under Title III, ESEA. EP 011 580
- Elementary School Students**
A Factor Analytic of Farradone's Suggested Nine Steps in Developing Conceptual Clarity. EP 011 628

- Preschool Behavioral Style and Later Academic Achievement.**
EP 011 573
- Selection Process and Characteristics of Rules Elementary School Children Use to Solve Mathematical Problems.**
EP 011 596
- A Sequential Curriculum in English for Grades 3 through 6.**
EP 011 571
- English Curriculum**
A Sequential Curriculum in English for Grades 3 through 6.
EP 011 571
- English Education**
A Sequential Curriculum in English for Grades 3 through 6.
EP 011 571
- English Literature**
A Sequential Curriculum in English for Grades 3 through 6.
EP 011 571
- Evaluation**
Critique of Research Studies in Music Education.
EP 011 604
The Effect of Student Ratings of their Instructor on the Student's Achievement and Ratings.
EP 011 629
- Exemplary Programs and Projects**
National Conference on Exemplary Programs and Projects.
EP 011 606
- Experimental Programs**
A Study of the Impact of Research on Utilization of Media for Educational Purposes.
EP 011 590
- Expository Writing**
An Assessment of the Effectiveness of Symbolic Logic in the Teaching of Composition.
EP 011 622
- Expressive Language**
The Effect of Direct Experiences and Expression on Language Achievement of First Grade Pupils.
EP 011 583
- Factor Analysis**
A Factor Analysis of Farradone's Suggested Nine Steps in Developing Conceptual Clarity.
EP 011 628
- Family Environment**
The Relation of Certain Home Environment Factors to the Thinking Abilities of 3-Year-Old Children.
EP 011 584
- Georgia, Tennessee, Florida**
Effect of Micro-Teaching on Instructional Behavior of Rural School Teachers.
EP 011 617
- Grade 3**
Feasibility and Requirements for Computerization of Elementary Music Instruction through Electronic Keyboard Interaction.
EP 011 570
- Grades (Scholastic)**
The Relationship of Teachers' Assigned Marks to Tested Achievement Among Elementary Grade, Racially Divergent, Lower Socio-Economic Status Boys and Girls.
EP 011 581
- Grades 3-6**
A Sequential Curriculum in English for Grades 3 through 6.
EP 011 571
- Grading**
The Relationship of Teachers' Assigned Marks to Tested Achievement Among Elementary Grade, Racially Divergent, Lower Socio-Economic Status Boys and Girls.
EP 011 581
- Graduate Students**
A National Survey of Higher Education.
EP 011 588
- Group Activities**
Mathematical Analyses of High School Social Structures.
EP 011 597
- Guidelines**
An Examination, Analysis and Description of the Exemplary Elementary School Humanities Program, Funded under Title III, ESEA.
EP 011 580
National Conference on State Plans.
EP 011 607
National Conferences on Curriculum Development in Vocational and Technical Education.
EP 011 605
- Higher Education**
Behavior in Consortia: Toward a Theory of Inter-Organizational Behavior.
EP 011 612
A National Survey of Higher Education.
EP 011 588
- High Schools**
Mathematical Analyses of High School Social Structures.
EP 011 597
A Study of Environmental Press as Perceived by High School Students and its Relationship to Organizational Climate.
EP 011 578
- History Instruction**
Curriculum Materials for American Civilization: A Case Study Approach.
EP 011 575
- Humanities**
An Examination, Analysis and Description of the Exemplary Elementary School Humanities Program, Funded under Title III, ESEA.
EP 011 580
- Humanities Instruction**
An Examination, Analysis and Description of the Exemplary Elementary School Humanities Program, Funded under Title III, ESEA.
EP 011 580
- Indiana**
A Study of Environmental Press as Perceived by High School Students and its Relationship to Organizational Climate.
EP 011 578
- Individual Instruction**
Feasibility and Requirements for Computerization of Elementary Music Instruction through Electronic Keyboard Interaction.
EP 011 570
- Information Networks**
Group Planning and Task Efficiency with Complex Problems.
EP 011 613
- Information Science**
A Study of the Needs for Research in Library and Information Science Education.
EP 011 591
- Information Services**
Experimental Uses of Copyrighted Materials in an Information System.
EP 011 568
- Information Storage**
Collection of a Word Data Base and an Analysis of Children's Reading.
EP 011 598
- Inhibition**
How College Students Attend to and Ignore Stimuli During Learning.
EP 011 603
- Inservice Teacher Education**
Effect of Micro-Teaching on Instructional Behavior of Rural School Teachers.
EP 011 617
- Institutions**
The Improvement of Student Teaching through a Consortium of Greater Cleveland Colleges and Schools.
EP 011 569
- Interaction Process Analysis**
Counselor Verbal Behavior as a Function of Aggressive vs. Submissive Client Demeanor: A Content Analysis of Counseling Analogue Interviews.
EP 011 615
- Interinstitutional Cooperation**
Behavior in Consortia: Toward a Theory of Inter-Organizational Behavior.
EP 011 612
- Interpersonal Relationship**
An Investigation of the Effect of a Course in Group Counseling Techniques on Prospective Counselors' Self-Concepts, Self-Images, Social Images, and Interpersonal Relations.
EP 011 627
- Junior Colleges**
A Research Project to Determine the Student Acceptability and Learning Effectiveness of Microform Collections in Community Junior Colleges-Phase I.
EP 011 592
- Kindergarten Children**
Visual Discrimination Training on Distinctive Features of Letters and Facilitation in Learning Letter Names.
EP 011 623
- Kinesthetic Methods**
Preferred Learning Modalities and Differentiated Presentation of Reading Tasks.
EP 011 610
- Language Learning Levels**
The Effect of Direct Experiences and Expression on Language Achievement of First Grade Pupils.
EP 011 583
- Language Proficiency**
Relationship of Thought Processes to Language Responses in Disadvantaged Children.
EP 011 582
- Languages of Art**
Basic Abilities Required for Understanding and Creation in the Arts.
EP 011 602
- Learning**
Preferred Learning Modalities and Differentiated Presentation of Reading Tasks.
EP 011 610
- Learning Characteristics**
Encoding Categories Used by College Students During Learning and Certain Characteristics of Short-Term Memory.
EP 011 595
- Learning Processes**
Relationship of Thought Processes to Language Responses in Disadvantaged Children.
EP 011 582
The Use of Color Coding to Increase the Effectiveness of Instructional Materials.
EP 011 621
- Legislation**
Study of State Library Legislation.
EP 011 574
- Libraries**
Study of State Library Legislation.
EP 011 574
- Library Education**
A Study of the Needs for Research in Library and Information Science Education.
EP 011 591
- Library Schools**
A Study of the Needs for Research in Library and Information Science Education.
EP 011 591
- Library Science**
A Study of the Needs for Research in Library and Information Science Education.
EP 011 591
- Linguistics**
Studies in the Acquisition of Communication Competence of Children.
EP 011 600
- Listening Skills**
Listening Sensitivity of Selected College Students to Certain Structural and Stylistic Properties of Unfamiliar Music.
EP 011 626

- Logic**
An Assessment of the Effectiveness of Symbolic Logic in the Teaching of Composition. EP 011 622
- Logical Structure Theory**
A Study of Environmental Press as Perceived by High School Students and its Relationship to Organizational Climate. EP 011 578
- Management**
An Evaluation of the Management Career Program for Disadvantaged Youth. EP 011 577
- Management Education**
An Evaluation of the Management Career Program for Disadvantaged Youth. EP 011 577
- Mass Media**
A Study of the Impact of Research on Utilization of Media for Educational Purposes. EP 011 590
- Mathematical Applications**
Selection Process and Characteristics of Rules Elementary School Children Use to Solve Mathematical Problems. EP 011 596
- Mathematical Models**
Mathematical Analyses of High School Social Structures. EP 011 597
- Memorizing**
Encoding Categories Used by College Students During Learning and Certain Characteristics of Short-Term Memory. EP 011 595
- Memory**
Effects of Motivation on the Memory of College Students. EP 011 594
- Merit Rating Programs**
The Effect of Student Ratings of their Instructor on the Student's Achievement and Ratings. EP 011 629
- Methodology**
Errors During Childrens' Discrimination Learning: Stimulus and Procedural Effects. EP 011 609
- Microfiche**
A Research Project to Determine the Student Acceptability and Learning Effectiveness of Microform Collections in Community Junior Colleges-Phase I. EP 011 592
- Microfilm**
A Research Project to Determine the Student Acceptability and Learning Effectiveness of Microform Collections in Community Junior Colleges-Phase I. EP 011 592
- Microteaching**
Effect of Micro-Teaching on Instructional Behavior of Rural School Teachers. EP 011 617
- Migrants**
Emigration Education, and Urbanization among Eastern and Southern Europeans in their Homelands and in the United States 1890-1940. EP 011 587
- Migration Patterns**
Emigration Education, and Urbanization among Eastern and Southern Europeans in their Homelands and in the United States 1890-1940. EP 011 587
- Models**
A Factor Analytic of Farradone's Suggested Nine Steps in Developing Conceptual Clarity. EP 011 628
- Motivation**
Assessment of Role Induction and Role Involvement in Creative Drama. EP 011 585
Effects of Motivation on the Memory of College Students. EP 011 594
- Relationship Between Uric Acid Level and the Achievement Motivation of Male College Professors and Male Undergraduates.** EP 011 599
- Music Education**
Critique of Research Studies in Music Education. EP 011 604
The Development and Experimental Application of Self-Instructional Practice Materials for Beginning Instrumentalists. EP 011 620
Feasibility and Requirements for Computerization of Elementary Music Instruction through Electronic Keyboard Interaction. EP 011 570
Listening Sensitivity of Selected College Students to Certain Structural and Stylistic Properties of Unfamiliar Music. EP 011 626
- National Programs**
Analysis of 1968 Survey of Compensatory Education. EP 011 608
National Conference on Exemplary Programs and Projects. EP 011 606
National Conferences on Curriculum Development in Vocational and Technical Education. EP 011 605
- National Surveys**
Analysis of 1968 Survey of Compensatory Education. EP 011 608
- Occupational Surveys**
A Consortium for Occupational Competency Testing of Trade and Industrial Technical Teachers (Phase I - Organizing/Planning/Pilot Testing. EP 011 572
- Occupational Tests**
A Consortium for Occupational Competency Testing of Trade and Industrial Technical Teachers (Phase I - Organizing/Planning/Pilot Testing. EP 011 572
- Occupations**
A Consortium for Occupational Competency Testing of Trade and Industrial Technical Teachers (Phase I - Organizing/Planning/Pilot Testing. EP 011 572
- Old Believers**
Radical Acculturation Patterns in a Traditional Immigrant Group: The Old Believers. EP 011 576
- Operant Conditioning**
Teacher Random and Contingent Approving Behavior on Classroom Behavior of Disadvantaged Adolescents: an Experimental Analysis. EP 011 619
- Painting**
Art Objects: A Pilot Study to Evaluate Some of the Affective Dimensions of their Meaning. EP 011 586
- Patterned Responses**
Listening Sensitivity of Selected College Students to Certain Structural and Stylistic Properties of Unfamiliar Music. EP 011 626
- Perception**
A Study of Environmental Press as Perceived by High School Students and its Relationship to Organizational Climate. EP 011 578
- Perceptual Motor Coordination**
Developmental Patterns of Static Balance Ability and their Relation to Cognitive School Readiness. EP 011 630
- Planning**
Group Planning and Task Efficiency with Complex Problems. EP 011 613
National Conference on State Plans. EP 011 607
- Power in Composition**
An Approach to Teaching Freshman Composition by the Use of Audio-Visual Aids and Paperbacks. EP 011 618
- Preschool Children**
Development of a Readiness Test for Disadvantaged Pre-School children in the United States. EP 011 624
Preschool Behavioral Style and Later Academic Achievement. EP 011 573
The Relation of Certain Home Environment Factors to the Thinking Abilities of 3-Year-Old Children. EP 011 584
- Preschool Evaluation**
The Relation of Certain Home Environment Factors to the Thinking Abilities of 3-Year-Old Children. EP 011 584
- Problem Solving**
Group Planning and Task Efficiency with Complex Problems. EP 011 613
Selection Process and Characteristics of Rules Elementary School Children Use to Solve Mathematical Problems. EP 011 596
- Professors**
Relationship Between Uric Acid Level and the Achievement Motivation of Male College Professors and Male Undergraduates. EP 011 599
- Programed Instruction**
The Development and Experimental Application of Self-Instructional Practice Materials for Beginning Instrumentalists. EP 011 620
- Programed Materials**
The Development and Experimental Application of Self-Instructional Practice Materials for Beginning Instrumentalists. EP 011 620
- Program Evaluation**
Analysis of 1968 Survey of Compensatory Education. EP 011 608
- Program Improvement**
National Conference on Exemplary Programs and Projects. EP 011 606
- Psychological Studies**
Basic Abilities Required for Understanding and Creation in the Arts. EP 011 602
- Psychomotor Skills**
Developmental Patterns of Static Balance Ability and their Relation to Cognitive School Readiness. EP 011 630
- Publishing Industry**
Experimental Uses of Copyrighted Materials in an Information System. EP 011 568
- Readiness**
Developmental Patterns of Static Balance Ability and their Relation to Cognitive School Readiness. EP 011 630
- Reading Readiness**
Visual Discrimination Training on Distinctive Features of Letters and Facilitation in Learning Letter Names. EP 011 623
- Reading Research**
Collection of a Word Data Base and an Analysis of Children's Reading. EP 011 598
Preferred Learning Modalities and Differentiated Presentation of Reading Tasks. EP 011 610
- Reinforcement**
Errors During Childrens' Discrimination Learning: Stimulus and Procedural Effects.

- Relationship**
Preschool Behavioral Style and Later Academic Achievement. EP 011 609
- Research Needs**
Critique of Research Studies in Music Education. EP 011 573
Research and Development Needs and Priorities for the Education of the Spanish-Speaking People. EP 011 604
EP 011 593
- Retention**
Effects of Motivation on the Memory of College Students. EP 011 594
- Review (Reexamination)**
Critique of Research Studies in Music Education. EP 011 604
- Rewards**
Errors During Childrens' Discrimination Learning: Stimulus and Procedural Effects. EP 011 609
- Role Perception**
Behavior in Consortia: Toward a Theory of Inter-Organizational Behavior. EP 011 612
- Role Playing**
Assessment of Role Induction and Role Involvement in Creative Drama. EP 011 585
- Rural Areas**
Effect of Micro-Teaching on Instructional Behavior of Rural School Teachers. EP 011 617
- Rural Population**
Development of a Readiness Test for Disadvantaged Pre-School children in the United States. EP 011 624
- Schools**
The Improvement of Student Teaching through a Consortium of Greater Cleveland Colleges and Schools. EP 011 569
- Secondary Education**
Curriculum Materials for American Civilization: A Case Study Approach. EP 011 575
- Secondary Schools**
Student Involvement in the Decision-Making Processes of Secondary Schools. EP 011 589
- Secondary School Students**
Student Involvement in the Decision-Making Processes of Secondary Schools. EP 011 589
- Selection**
Selection Process and Characteristics of Rules Elementary School Children Use to Solve Mathematical Problems. EP 011 596
- Self Concept**
An Investigation of the Effect of a Course in Group Counseling Techniques on Prospective Counselors' Self-Concepts, Self-Images, Social Images, and Interpersonal Relations. EP 011 627
- Semantics**
The Semantic Differential as a Measure of Meaningfulness: Studies of an Underlying Assumption and the Effects of Variations in Semantic Meaningfulness on Ease of Learning. EP 011 616
- Seminars**
An Analysis of Recent Research Conferences in Art Education. EP 011 579
- Sensory Experience**
The Effect of Direct Experiences and Expression on Language Achievement of First Grade Pupils. EP 011 583
- Social Attitudes**
Assessment of Role Induction and Role Involvement in Creative Drama. EP 011 585
- Social Development**
Status Attainment Process in 15 Differentially Developed Countries. EP 011 601
- Social Mobility**
Status Attainment Process in 15 Differentially Developed Countries. EP 011 601
- Social Status**
Status Attainment Process in 15 Differentially Developed Countries. EP 011 601
- Social Structure**
Mathematical Analyses of High School Social Structures. EP 011 597
- Sociocultural Patterns**
Status Attainment Process in 15 Differentially Developed Countries. EP 011 601
Studies in the Acquisition of Communication Competence of Children. EP 011 600
- Socioeconomic Status**
The Relationship of Teachers' Assigned Marks to Tested Achievement Among Elementary Grade, Racially Divergent, Lower Socio-Economic Status Boys and Girls. EP 011 581
Relationship of Thought Processes to Language Responses in Disadvantaged Children. EP 011 582
- Sociolinguistics**
Studies in the Acquisition of Communication Competence of Children. EP 011 600
- Sociology**
Sociometric Clique Identification. EP 011 614
- Sociometric Techniques**
Mathematical Analyses of High School Social Structures. EP 011 597
Sociometric Clique Identification. EP 011 614
- Spanish Speaking**
Research and Development Needs and Priorities for the Education of the Spanish-Speaking People. EP 011 593
- Standards**
Study of State Library Legislation. EP 011 574
- Standard Spoken Usage**
Relationship of Thought Processes to Language Responses in Disadvantaged Children. EP 011 582
- State Departments of Education**
National Conference on State Plans. EP 011 607
- State Libraries**
Study of State Library Legislation. EP 011 574
- Stimulus Behavior**
Errors During Childrens' Discrimination Learning: Stimulus and Procedural Effects. EP 011 609
- Student Behavior**
Teacher Random and Contingent Approving Behavior on Classroom Behavior of Disadvantaged Adolescents: an Experimental Analysis. EP 011 619
- Student Evaluation**
The Effect of Student Ratings of their Instructor on the Student's Achievement and Ratings. EP 011 629
A Research Project to Determine the Student Acceptability and Learning Effectiveness of Microform Collections in Community Junior Colleges-Phase I. EP 011 592
- Student Improvement**
An Approach to Teaching Freshman Composition by the Use of Audio-Visual Aids and Paperbacks. EP 011 618
- Student Opinion**
The Effect of Student Ratings of their Instructor on the Student's Achievement and Ratings. EP 011 629
- Student Participation**
Student Involvement in the Decision-Making Processes of Secondary Schools. EP 011 589
- Student Teaching**
The Improvement of Student Teaching through a Consortium of Greater Cleveland Colleges and Schools. EP 011 569
- Surveys**
A National Survey of Higher Education. EP 011 588
- Symbolic Learning**
An Assessment of the Effectiveness of Symbolic Logic in the Teaching of Composition. EP 011 622
- Teacher Attitudes**
The Relationship of Teachers' Assigned Marks to Tested Achievement Among Elementary Grade, Racially Divergent, Lower Socio-Economic Status Boys and Girls. EP 011 581
- Teacher Behavior**
Teacher Random and Contingent Approving Behavior on Classroom Behavior of Disadvantaged Adolescents: an Experimental Analysis. EP 011 619
- Teacher Education**
The Improvement of Student Teaching through a Consortium of Greater Cleveland Colleges and Schools. EP 011 569
- Teacher Improvement**
Effect of Micro-Teaching on Instructional Behavior of Rural School Teachers. EP 011 617
- Teaching Procedures**
An Assessment of the Effectiveness of Symbolic Logic in the Teaching of Composition. EP 011 622
- Teaching Techniques**
An Approach to Teaching Freshman Composition by the Use of Audio-Visual Aids and Paperbacks. EP 011 618
An Investigation of the Effect of a Course in Group Counseling Techniques on Prospective Counselors' Self-Concepts, Self-Images, Social Images, and Interpersonal Relations. EP 011 627
Visual Discrimination Training on Distinctive Features of Letters and Facilitation in Learning Letter Names. EP 011 623
- Technical Education**
National Conference on Exemplary Programs and Projects. EP 011 606
National Conferences on Curriculum Development in Vocational and Technical Education. EP 011 605
- Testing**
An Evaluation of the Management Career Program for Disadvantaged Youth. EP 011 577
- Transfer of Training**
Listening Sensitivity of Selected College Students to Certain Structural and Stylistic Properties of Unfamiliar Music. EP 011 626
- Undergraduate Study**
A National Survey of Higher Education. EP 011 588
- United States History**
Curriculum Materials for American Civilization: A Case Study Approach.

- EP 011 575
- Universities**
 Behavior in Consortia: Toward a Theory of Inter-Organizational Behavior. EP 011 612
- Urban Immigration**
 Emigration Education, and Urbanization among Eastern and Southern Europeans in their Homelands and in the United States 1890-1940. EP 011 587
- Urbanization**
 Emigration Education, and Urbanization among Eastern and Southern Europeans in their Homelands and in the United States 1890-1940. EP 011 587
- Urban Population**
 Development of a Readiness Test for Disadvantaged Pre-School children in the United States. EP 011 624
- U. S. Office of Education**
 An Analysis of Recent Research Conferences in Art Education. EP 011 579

- Verbal Communication**
 Assessment of Role Induction and Role Involvement in Creative Drama. EP 011 585
- Studies in the Acquisition of Communication Competence of Children. EP 011 600

- Verbal Learning**
 Collection of a Word Data Base and an Analysis of Children's Reading. EP 011 598
- The Semantic Differential as a Measure of Meaningfulness; Studies of an Underlying Assumption and the Effects of Variations in Semantic Meaningfulness on Ease of Learning. EP 011 616

- Videotape Recordings**
 Effect of Micro-Teaching on Instructional Behavior of Rural School Teachers. EP 011 617

- Visual Learning**
 Preferred Learning Modalities and Differentiated Presentation of Reading Tasks. EP 011 610

Vocational Education

- National Conference on Exemplary Programs and Projects. EP 011 606
- National Conference on State Plans. EP 011 607
- National Conferences on Curriculum Development in Vocational and Technical Education. EP 011 605

- Watkins-Farnum Performance Scale, Mississippi**
 The Development and Experimental Application of Self-Instructional Practice Materials for Beginning Instrumentalists. EP 011 620

- Word Recognition**
 Consonant Substitution as a Technique in Word Identification. EP 011 625

- Word Study Skills**
 Consonant Substitution as a Technique in Word Identification. EP 011 625

- Writing Skills**
 An Approach to Teaching Freshman Composition by the Use of Audio-Visual Aids and Paperbacks. EP 011 618

Investigator Index

This index lists projects under the name of the investigators responsible for them. The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the résumé section.

Walton, George

Small Project Research Proposal in Secondary School Science., A

Accession Number _____ EP 011 005

Allen, David

National Conferences on Curriculum Development in Vocational and Technical Education.
EP 011 605

Artley, A. Sterl

Consonant Substitution as a Technique in Word Identification.
EP 011 625

Ball, Rachel S.

The Relation of Certain Home Environment Factors to the Thinking Abilities of 3-Year-Old Children.
EP 011 584

Berman, Phyllis W.

Errors During Childrens' Discrimination Learning: Stimulus and Procedural Effects.
EP 011 609

Bonachich, Phillip

Mathematical Analyses of High School Social Structures.
EP 011 597

Borko, Harold

A Study of the Needs for Research in Library and Information Science Education.
EP 011 591

Bottoms, James E.

National Conference on Exemplary Programs and Projects.
EP 011 606

Bumstead, Alec R.

Feasibility and Requirements for Computerization of Elementary Music Instruction through Electronic Keyboard Interaction.
EP 011 570

Carson, Gary L.

The Effect of Student Ratings of their Instructor on the Student's Achievement and Ratings.
EP 011 629

Clymer, Martha

Radical Acculturation Patterns in a Traditional Immigrant Group: The Old Believers.
EP 011 576

Codwell, John E.

Effect of Micro-Teaching on Instructional Behavior of Rural School Teachers.
EP 011 617

Coleman, Edmund B.

Collection of a Word Data Base and an Analysis of Children's Reading.
EP 011 598

Colwell, Richard J.

Critique of Research Studies in Music Education.
EP 011 604

Corcoran, John P.

Selection Process and Characteristics of Rules Elementary School Children Use to Solve Mathematical Problems.
EP 011 596

Cormier, William H.

Teacher Random and Contingent Approving Behavior on Classroom Behavior of Disadvantaged Adolescents: an Experimental Analysis.
EP 011 619

Cullinan, Bernice E.

Preferred Learning Modalities and Differentiated Presentation of Reading Tasks.
EP 011 610

Egeth, Howard E.

How College Students Attend to and Ignore Stimuli During Learning.
EP 011 603

Egner, Joan R.

Behavior in Consortia: Toward a Theory of Inter-Organizational Behavior.
EP 011 612

Fish, Enrico

The Relationship of Teachers' Assigned Marks to Tested Achievement Among Elementary Grade, Racially Divergent, Lower Socio-Economic Status Boys and Girls.
EP 011 581

Floyd, William M.

A Study of Environmental Press as Perceived by High School Students and its Relationship to Organizational Climate.
EP 011 578

French, John R. P.

Relationship Between Uric Acid Level and the Achievement Motivation of Male College Professors and Male Undergraduates.
EP 011 599

Fruchter, Benjamin

Relationship of Thought Processes to Language Responses in Disadvantaged Children.
EP 011 582

Gibson, John S.

Curriculum Materials for American Civilization: A Case Study Approach.
EP 011 575

Gilbert, Robert B.

An Approach to Teaching Freshman Composition by the Use of Audio-Visual Aids and Paperbacks.
EP 011 618

Giles, Louise

A Research Project to Determine the Student Acceptability and Learning Effectiveness of Microform Collections in Community Junior Colleges-Phase I.
EP 011 592

Goodman, Nelson

Basic Abilities Required for Understanding and Creation in the Arts.
EP 011 602

Greck, Clifford P.

Experimental Uses of Copyrighted Materials in an Information System.
EP 011 568

Greene, Elaine

Counselor Verbal Behavior as a Function of Aggressive vs. Submissive Client Demeanor: A Content Analysis of Counseling Analogue Interviews.
EP 011 615

Gumperz, John J.

Studies in the Acquisition of Communication Competence of Children.
EP 011 600

Hardiman, George W.

Art Objects: A Pilot Study to Evaluate Some of the Affective Dimensions of their Meaning.
EP 011 586

Hawk, Travis L.

Teacher Random and Contingent Approving Behavior on Classroom Behavior of Disadvantaged Adolescents: an Experimental Analysis.
EP 011 619

Hoffa, Harlan E.

An Analysis of Recent Research Conferences in Art Education.
EP 011 579

Hostettler, John A.

Radical Acculturation Patterns in a Traditional Immigrant Group: The Old Believers.
EP 011 576

Hughes, Lawson H.

The Use of Color Coding to Increase the Effectiveness of Instructional Materials.
EP 011 621

232 Investigator Index

- Isaacs, Dan Lee**
The Use of Color Coding to Increase the Effectiveness of Instructional Materials. EP 011 621
- Kaduskin, Charles**
Sociometric Clique Identification. EP 011 614
- Kasschau, Richard A.**
The Semantic Differential as a Measure of Meaningfulness; Studies of an Underlying Assumption and the Effects of Variations in Semantic Meaningfulness on Ease of Learning. EP 011 616
- Kemorian, Elizabeth M.**
Curriculum Materials for American Civilization: A Case Study Approach. EP 011 575
- Kent, William P.**
Feasibility and Requirements for Computerization of Elementary Music Instruction through Electronic Keyboard Interaction. EP 011 570
- Kimble, Gregory A.**
Effects of Motivation on the Memory of College Students. EP 011 594
- Kitzhaber, Albert R.**
A Sequential Curriculum in English for Grades 3 through 6. EP 011 571
- Klein, Marvin L.**
An Assessment of the Effectiveness of Symbolic Logic in the Teaching of Composition. EP 011 622
- Kohen-Raz, Reuven**
Developmental Patterns of Static Balance Ability and their Relation to Cognitive School Readiness. EP 011 630
- Kozelka, Paul**
Assessment of Role Induction and Role Involvement in Creative Drama. EP 011 585
- Lamar, Carl F.**
National Conference on State Plans. EP 011 607
- Landreth, Gary**
An Investigation of the Effect of a Course in Group Counseling Techniques on Prospective Counselors' Self-Concepts, Self-Images, Social Images, and Interpersonal Relations. EP 011 627
- Lawson, Edwin D.**
Group Planning and Task Efficiency with Complex Problems. EP 011 613
- Lundsteen, Sara W.**
Relationship of Thought Processes to Language Responses in Disadvantaged Children. EP 011 582
- Marland, Sidney P.**
A Study of the Impact of Research on Utilization of Media for Educational Purposes. EP 011 590
- McCaffrey, Austin J.**
Experimental Uses of Copyrighted Materials in an Information System. EP 011 568
- McPartland, James**
Student Involvement in the Decision-Making Processes of Secondary Schools. EP 011 589
- Mims, George L.**
An Evaluation of the Management Career Program for Disadvantaged Youth. EP 011 577
- Murdock, Royal P.**
The Effect of Student Ratings of their Instructor on the Student's Achievement and Ratings. EP 011 629
- Puopolo, Vito**
The Development and Experimental Application of Self-Instructional Practice Materials for Beginning Instrumentalists. EP 011 620
- Purcell, Edna J.**
An Examination, Analysis and Description of the Exemplary Elementary School Humanities Program, Funded under Title III, ESEA. EP 011 580
- Rynerson, Robert W.**
Mathematical Analyses of High School Social Structures. EP 011 597
- Samuels, S. Jay**
Visual Discrimination Training on Distinctive Features of Letters and Facilitation in Learning Letter Names. EP 011 623
- Scandura, Joseph M.**
Selection Process and Characteristics of Rules Elementary School Children Use to Solve Mathematical Problems. EP 011 596
- Schaefer, Carl J.**
A Consortium for Occupational Competency Testing of Trade and Industrial Technical Teachers (Phase I - Organizing/Planning/Pilot Testing. EP 011 572
- Scheffler, Israel**
Basic Abilities Required for Understanding and Creation in the Arts. EP 011 602
- Seward, George C.**
Effect of Micro-Teaching on Instructional Behavior of Rural School Teachers. EP 011 617
- Smith, George J.**
Listening Sensitivity of Selected College Students to Certain Structural and Stylistic Properties of Unfamiliar Music. EP 011 626
- Smith, Timothy L.**
Emigration Education, and Urbanization among Eastern and Southern Europeans in their Homelands and in the United States 1890-1940. EP 011 587
- St. Angelo, Douglas**
Study of State Library Legislation. EP 011 574
- Svegan, Donald B.**
The Improvement of Student Teaching through a Consortium of Greater Cleveland Colleges and Schools. EP 011 569
- Thomas, Alexander**
Preschool Behavioral Style and Later Academic Achievement. EP 011 573
- Treiman, Donald J.**
Status Attainment Process in 15 Differentially Developed Countries. EP 011 601
- Trow, Martin A.**
A National Survey of Higher Education. EP 011 588
- Valencia, Attilano D.**
Research and Development Needs and Priorities for the Education of the Spanish-Speaking People. EP 011 593
- Walker, Wanda**
Development of a Readiness Test for Disadvantaged Pre-School children in the United States. EP 011 624
- Wickens, Delos D.**
Encoding Categories Used by College Students During Learning and Certain Characteristics of Short-Term Memory. EP 011 595
- Wilson, Richard E.**
A Research Project to Determine the Student Acceptability and Learning Effectiveness of Microform Collections in Community Junior Colleges-Phase I. EP 011 592
- Wootton, Mary Lee**
The Effect of Direct Experiences and Expression on Language Achievement of First Grade Pupils. EP 011 583
- Zintz, Miles V.**
A Factor Analytic of Farradone's Suggested Nine Steps in Developing Conceptual Clarity. EP 011 628

Institution Index

This index lists the titles of projects under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the résumé section.

Western New Mexico Univ., Silver City
Small Project Research Proposal in Secondary School Science., A
Accession Number _____ EP 011 005

Alcorn A and M Coll., Lorman, Miss.
The Development and Experimental Application of Self-Instructional Practice Materials for Beginning Instrumentalists.
EP 011 620

American Association of Junior Colleges, Washington, D.C.
A Research Project to Determine the Student Acceptability and Learning Effectiveness of Microform Collections in Community Junior Colleges-Phase I.
EP 011 592

American Textbook Publishers Institute, New York, N.Y.
Experimental Uses of Copyrighted Materials in an Information System.
EP 011 568

Arizona State Univ., Tempe.
The Relation of Certain Home Environment Factors to the Thinking Abilities of 3-Year-Old Children.
EP 011 584

Ball State Univ., Muncie, Ind.
An Examination, Analysis and Description of the Exemplary Elementary School Humanities Program, Funded under Title III, ESEA.
EP 011 580

California Univ., Berkeley.
Studies in the Acquisition of Communication Competence of Children.
EP 011 600

California Univ., Los Angeles.
Mathematical Analyses of High School Social Structures.
EP 011 597

National Conferences on Curriculum Development in Vocational and Technical Education.
EP 011 605
A Study of the Needs for Research in Library and Information Science Education.
EP 011 591

Carnegie Commission on the Future of Higher Education, Berkeley, Calif.
A National Survey of Higher Education.
EP 011 588

Cleveland Commission on Higher Education, Ohio.
The Improvement of Student Teaching through a Consortium of Greater Cleveland Colleges and Schools.
EP 011 569

Colorado Univ., Boulder.
Effects of Motivation on the Memory of College Students.
EP 011 594

Columbia Univ., New York, N.Y. Teachers College.
Assessment of Role Induction and Role Involvement in Creative Drama.
EP 011 585
Counselor Verbal Behavior as a Function of Aggressive vs. Submissive Client Demeanor: A Content Analysis of Counseling Analogue Interviews.
EP 011 615
Sociometric Clique Identification.
EP 011 614

Cooperative Educational Service Agency Number 10, Plymouth, Wis.
An Assessment of the Effectiveness of Symbolic Logic in the Teaching of Composition.
EP 011 622

Cornell Univ., Ithaca, N.Y.
Behavior in Consortia: Toward a Theory of Inter-Organizational Behavior.
EP 011 612

Florida State Univ., Tallahassee.
Study of State Library Legislation.
EP 011 574

Georgia State Coll., Atlanta.
National Conference on Exemplary Programs and Projects.
EP 011 606

Hamline Univ., St. Paul, Minn.
The Relationship of Teachers' Assigned Marks to Tested Achievement Among Elementary Grade, Racially Divergent, Lower Socio-Economic Status Boys and Girls.
EP 011 581

Harvard Univ., Cambridge, Mass.
Basic Abilities Required for Understanding and Creation in the Arts.
EP 011 602

Illinois Univ., Urbana.
Art Objects: A Pilot Study to Evaluate Some of the Affective Dimensions of their Meaning.
EP 011 586
Critique of Research Studies in Music Education.
EP 011 604

Indiana Univ. Foundation, Bloomington.
An Analysis of Recent Research Conferences in Art Education.

EP 011 579
The Use of Color Coding to Increase the Effectiveness of Instructional Materials.
EP 011 621

Institute for Educational Development, New York, N.Y.
A Study of the Impact of Research on Utilization of Media for Educational Purposes.
EP 011 590

Johns Hopkins Univ., Baltimore, Md.
Emigration Education, and Urbanization among Eastern and Southern Europeans in their Homelands and in the United States 1890-1940.
EP 011 587

How College Students Attend to and Ignore Stimuli During Learning.
EP 011 603
Student Involvement in the Decision-Making Processes of Secondary Schools.
EP 011 589

Kentucky State Dept. of Education, Frankfort.
National Conference on State Plans.
EP 011 607

Livingston University, Livingston, Ala.
An Approach to Teaching Freshman Composition by the Use of Audio-Visual Aids and Paperbacks.
EP 011 618

Michigan Univ., Ann Arbor.
Relationship Between Uric Acid Level and the Achievement Motivation of Male College Professors and Male Undergraduates.
EP 011 599

Minnesota Univ., Minneapolis.
Visual Discrimination Training on Distinctive Features of Letters and Facilitation in Learning Letter Names.
EP 011 623

Missouri Univ., Columbia.
Consonant Substitution as a Technique in Word Identification.
EP 011 625

New Mexico Univ., Albuquerque.
A Factor Analytic of Farradone's Suggested Nine Steps in Developing Conceptual Clarity.
EP 011 628

New York Univ., N.Y.
Preferred Learning Modalities and Differentiated Presentation of Reading Tasks.
EP 011 610

234 Institution Index

- New York Univ., N.Y. Medical Center.**
Preschool Behavioral Style and Later Academic Achievement.
EP 011 573
- North Texas State Univ., Denton.**
An Investigation of the Effect of a Course in Group Counseling Techniques on Prospective Counselors' Self-Concepts, Self-Images, Social Images, and Interpersonal Relations.
EP 011 627
- Northwest Missouri State Coll., Maryville.**
Development of a Readiness Test for Disadvantaged Pre-School children in the United States.
EP 011 624
- Ohio State Univ., Columbus. Research Foundation.**
Encoding Categories Used by College Students During Learning and Certain Characteristics of Short-Term Memory.
EP 011 595
- Oregon Univ., Eugene.**
A Sequential Curriculum in English for Grades 3 through 6.
EP 011 571
- Pace College, New York, N.Y.**
An Evaluation of the Management Career Program for Disadvantaged Youth.
EP 011 577
- Pennsylvania State Univ., University Park.**
Errors During Childrens' Discrimination Learning: Stimulus and Procedural Effects.
EP 011 609
- Pennsylvania Univ., Philadelphia.**
Selection Process and Characteristics of Rules Elementary School Children Use to Solve Mathematical Problems.
EP 011 596
- Planning Research Corporation, Los Angeles, Calif.**
Analysis of 1968 Survey of Compensatory Education.
EP 011 608
- Rutgers, The State Univ., New Brunswick, N.J.**
A Consortium for Occupational Competency Testing of Trade and Industrial Technical Teachers (Phase I - Organizing/Planning/Pilot Testing).
EP 011 572
- South Carolina Univ., Columbia.**
The Semantic Differential as a Measure of Meaningfulness; Studies of an Underlying Assumption and the Effects of Variations in Semantic Meaningfulness on Ease of Learning.
EP 011 616
- Southeastern State Coll., Durant, Okla.**
Listening Sensitivity of Selected College Students to Certain Structural and Stylistic Properties of Unfamiliar Music.
EP 011 626
- Southern Association of Colleges and Schools, Atlanta, Ga.**
Effect of Micro-Teaching on Instructional Behavior of Rural School Teachers.
EP 011 617
- Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.**
Research and Development Needs and Priorities for the Education of the Spanish-Speaking People.
EP 011 593
- Southwest Missouri State Coll., Springfield.**
The Effect of Direct Experiences and Expression on Language Achievement of First Grade Pupils.
EP 011 583
- Stanford Univ., Calif.**
Developmental Patterns of Static Balance Ability and their Relation to Cognitive School Readiness.
EP 011 630
- State Univ. of New York, Fredonia. Coll. at Fredonia.**
Group Planning and Task Efficiency with Complex Problems.
EP 011 613
- System Development Corp., Falls Church, Va.**
Feasibility and Requirements for Computerization of Elementary Music Instruction through Electronic Keyboard Interaction.
EP 011 570
- Temple Univ., Philadelphia, Pa.**
Radical Acculturation Patterns in a Traditional Immigrant Group: The Old Believers.
EP 011 576
- Tennessee Univ., Knoxville.**
Teacher Random and Contingent Approving Behavior on Classroom Behavior of Disadvantaged Adolescents: an Experimental Analysis.
EP 011 619
- Texas Univ., Austin.**
Relationship of Thought Processes to Language Responses in Disadvantaged Children.
EP 011 582
- Texas Univ., El Paso. Texas Western Coll.**
Collection of a Word Data Base and an Analysis of Children's Reading.
EP 011 598
- Tufts Univ., Medford, Mass.**
Curriculum Materials for American Civilization: A Case Study Approach.
EP 011 575
- Utah Univ., Salt Lake City.**
The Effect of Student Ratings of their Instructor on the Student's Achievement and Ratings.
EP 011 629
- Wabash Valley Education Center, Lafayette, Ind.**
A Study of Environmental Press as Perceived by High School Students and its Relationship to Organizational Climate.
EP 011 578
- Wisconsin Univ., Madison.**
Status Attainment Process in 15 Differentially Developed Countries.
EP 011 601

ACCESSION NUMBERS SECTION

Cross Reference Index

The following columns cross reference the ERIC clearinghouse number to the ERIC Document (ED) numbers for résumés published in this issue of **Research in Education**. Readers who desire to trace documents for which they only have clearinghouse accession numbers as references may find the applicable abstracts in **Research in Education** by referring to the cross-reference list.

The following clearinghouse prefixes are used:

AA — North American Rockwell
AC — Adult Education
AL — Linguistics
CG — Counseling and Personnel Services
EA — Educational Administration
EC — Exceptional Children
EF — Educational Facilities
EM — Educational Media and Technology
FL — Foreign Languages, Teaching of
HE — Higher Education

JC — Junior Colleges
LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science Education
SP — Teacher Education
TE — Teaching of English
UD — Disadvantaged
VT — Vocational and Technical Education

Clearinghouse Number/ED Number Cross Reference Index

| | | | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| AA000333 | ED025680 | AC003639 | ED025734 | CG003079 | ED025789 | EA001920 | ED025844 | EF001888 | ED025898 |
| AA000334 | ED025681 | AC003640 | ED025735 | CG003149 | ED025790 | EA001921 | ED025845 | EF001890 | ED025899 |
| AA000335 | ED025682 | AC003650 | ED025736 | CG003154 | ED025791 | EA001929 | ED025846 | EF001891 | ED025900 |
| | | AC003754 | ED025737 | CG003161 | ED025792 | EA001930 | ED025847 | EF002017 | ED025901 |
| AC002421 | ED025683 | AL001285 | ED025738 | CG003165 | ED025793 | EA001932 | ED025848 | EF002074 | ED025902 |
| AC002932 | ED025684 | AL001304 | ED025739 | CG003378 | ED025794 | EA001935 | ED025849 | EF002092 | ED025903 |
| AC003002 | ED025685 | AL001373 | ED025740 | CG003386 | ED025795 | EA001937 | ED025850 | EF002093 | ED025904 |
| AC003018 | ED025686 | AL001405 | ED025741 | CG003389 | ED025796 | EA001938 | ED025851 | EF002094 | ED025905 |
| AC003026 | ED025687 | AL001533 | ED025742 | CG003397 | ED025797 | EA001939 | ED025852 | EF002161 | ED025906 |
| AC003068 | ED025688 | AL001586 | ED025743 | CG003451 | ED025798 | EA001940 | ED025853 | EF002200 | ED025907 |
| AC003069 | ED025689 | AL001587 | ED025744 | CG003452 | ED025799 | EA001941 | ED025854 | EF002208 | ED025908 |
| AC003070 | ED025690 | AL001588 | ED025745 | CG003456 | ED025800 | EA001953 | ED025855 | EF002247 | ED025909 |
| AC003126 | ED025691 | AL001589 | ED025746 | CG003457 | ED025801 | EA001954 | ED025856 | EF002252 | ED025910 |
| AC003126 | ED025692 | AL001591 | ED025747 | CG003458 | ED025802 | EA001955 | ED025857 | EF002253 | ED025911 |
| AC003317 | ED025693 | AL001593 | ED025748 | CG003461 | ED025803 | EA001995 | ED025858 | EF002254 | ED025912 |
| AC003318 | ED025694 | AL001609 | ED025749 | CG003462 | ED025804 | EA001996 | ED025859 | EF002255 | ED025913 |
| AC003336 | ED025695 | AL001610 | ED025750 | CG003464 | ED025805 | EA001997 | ED025860 | EF002256 | ED025914 |
| AC003342 | ED025696 | AL001634 | ED025751 | CG003468 | ED025806 | EA001998 | ED025861 | EF002311 | ED025915 |
| AC003345 | ED025697 | AL001636 | ED025752 | CG003469 | ED025807 | EA001999 | ED025862 | EF002313 | ED025916 |
| AC003394 | ED025698 | AL001651 | ED025753 | CG003470 | ED025808 | | | EF002341 | ED025917 |
| AC003395 | ED025699 | AL001663 | ED025754 | CG003471 | ED025809 | EC001859 | ED025863 | EF002343 | ED025918 |
| AC003396 | ED025700 | AL001673 | ED025755 | CG003529 | ED025810 | EC002463 | ED025864 | EF002355 | ED025919 |
| AC003500 | ED025701 | AL001674 | ED025756 | CG003530 | ED025811 | EC002610 | ED025865 | EF002362 | ED025920 |
| AC003501 | ED025702 | AL001677 | ED025757 | CG003531 | ED025812 | EC002651 | ED025866 | EF002420 | ED025921 |
| AC003521 | ED025703 | AL001683 | ED025758 | CG003532 | ED025813 | EC002853 | ED025867 | EF002428 | ED025922 |
| AC003523 | ED025704 | AL001686 | ED025759 | CG003533 | ED025814 | EC002888 | ED025868 | EF002430 | ED025923 |
| AC003524 | ED025705 | AL001688 | ED025760 | CG003534 | ED025815 | EC002906 | ED025869 | EF002448 | ED025924 |
| AC003525 | ED025706 | AL001689 | ED025761 | CG003535 | ED025816 | EC002911 | ED025870 | EF002451 | ED025925 |
| AC003526 | ED025707 | AL001695 | ED025762 | CG003536 | ED025817 | EC002928 | ED025871 | EF002453 | ED025926 |
| AC003530 | ED025708 | AL001696 | ED025763 | CG003537 | ED025818 | EC002931 | ED025872 | EF002454 | ED025927 |
| AC003531 | ED025709 | AL001699 | ED025764 | CG003538 | ED025819 | EC003027 | ED025873 | EF002455 | ED025928 |
| AC003539 | ED025710 | AL001700 | ED025765 | CG003541 | ED025820 | EC003036 | ED025874 | EF002534 | ED025929 |
| AC003540 | ED025711 | AL001701 | ED025766 | CG003542 | ED025821 | EC003036 | ED025875 | EF002604 | ED025930 |
| AC003541 | ED025712 | AL001703 | ED025767 | CG003543 | ED025822 | EC003205 | ED025876 | EF002605 | ED025931 |
| AC003542 | ED025713 | AL001704 | ED025768 | CG003544 | ED025823 | EC003253 | ED025877 | EF002620 | ED025932 |
| AC003543 | ED025714 | AL001705 | ED025769 | CG003545 | ED025824 | EC003258 | ED025878 | EF002648 | ED025933 |
| AC003544 | ED025715 | AL001706 | ED025770 | CG003548 | ED025825 | EC003260 | ED025879 | EF002649 | ED025934 |
| AC003568 | ED025716 | AL001709 | ED025771 | | | EC003321 | ED025880 | EF002715 | ED025935 |
| AC003622 | ED025717 | AL001710 | ED025772 | EA001705 | ED025826 | EC003320 | ED025881 | EF002716 | ED025936 |
| AC003623 | ED025718 | AL001711 | ED025773 | EA001800 | ED025827 | EC003321 | ED025882 | EF002828 | ED025937 |
| AC003624 | ED025719 | AL001712 | ED025774 | EA001842 | ED025828 | EC003365 | ED025883 | EF002829 | ED025938 |
| AC003625 | ED025720 | AL001715 | ED025775 | EA001854 | ED025829 | EC003387 | ED025884 | | |
| AC003626 | ED025721 | | | EA001859 | ED025830 | EC003475 | ED025885 | EM006003 | ED025939 |
| AC003627 | ED025722 | CG001479 | ED025776 | EA001860 | ED025831 | EC003476 | ED025886 | EM006085 | ED025940 |
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